Regional Campuses Faculty Senate
UNIVERSITY OF SOUTH CAROLINA
USC LANCASTER
Friday, April 25, 2014

Coffee and Continental Breakfast ....……………...9:00 - 9:30 AM
   Bradley Multipurpose Room

Morning Session...…………….….9:30 - 10:30 AM
   Bradley 121

   Welcome

     Report from Executive Vice Chancellor and Vice Provost, Dr. Chris Plyler
     Report from Assistant Vice Provost for Extended University, Dr. Chris Nesmith
     Reports from Regional Campus Deans
        Dean Walt Collins, USC Lancaster
        Dean Ann Carmichael, USC Salkehatchie
        Dean Mike Sonntag, USC Sumter
        Dean Alice Taylor-Colbert, USC Union

Standing Committees..…………………10:30 - 12:00 PM

   I.   Rights and Responsibilities
      Bradley 106

   II. Welfare
      Bradley 107

   III. System Affairs
      Bradley 112

Executive Committee ....………….…….10:30 - 12:00 PM
   Bradley 113

Deans Meeting...……………...10:30 - 12:00 PM
   Bradley 111

Luncheon...12:00 - 1:00 PM
   Bradley Multipurpose Room

Executive Committee ....………..………12:45 - 1:00 PM
   Bradley 121

Afternoon Session ....…………….…..1:00 - 2:45 PM
   Bradley 121

Tour of the Native American Studies Center ....……………..following the meeting
   Transportation will be provided to and from the center, or you may drive to: 119 South Main Street, Lancaster

AGENDA

I.   Call to Order

II.   Correction/Approval of Minutes: March 7, 2014 at USC Columbia

III.   Reports from Standing Committees
     A.   Rights and Responsibilities – Bettie Obi-Johnson
     B.   Welfare – Nicholas Guittar
     C.   System Affairs – Andy Kunka

IV.   Executive Committee
     A.   Secretary – Hennie van Bulck
     B.   Regional Campuses Faculty Manual Liaison Officer – Lisa Hammond

V.   Reports from Special Committees
     A.   Committee on Libraries – Julia Elliott
     B.   Committee on Curricula and Courses – Robert Castleberry
     C.   Committee on Faculty Welfare – Janet Hudson
     D.   Faculty-Board of Trustees Liaison Committee – Bruce Nims
     E.   Regional Campuses Research and Productive Scholarship Committee – Ray McManus
     F   Regional Campuses Academic Advisory Council – Bruce Nims
     G.   Other Committees
        1. Conflict of Interest Committee – Noni Bohonak

VI.   Unfinished Business

VII.   New Business

VIII. Special Order - Elections

IX.   Announcements

X.   Adjournment

PALMETTO COLLEGE CAMPUSES FACULTY SENATE MEETING
April 25, 2014

Morning Session

<u>Welcome</u>

Chair Dr. Bruce Nims called the meeting to order at 9:30 AM.

<u>Reports from University Officers</u>

Chancellor, Dr. Susan Elkins. A copy of Dr. Elkins' Report is included in the Appendix to these minutes.

Vice Chancellor and Vice Provost, Dr. Chris Plyler. A copy of Dr. Plyler's report is included in the Appendix to these minutes.

Assistant Vice Provost for Extended University, Dr. Chris Nesmith.

A copy of Dr. Nesmith's report is included in the Appendix to these minutes.

<u>Reports from the Regional Campuses Deans</u>

Dean Walt Collins, USC Lancaster. A copy of Dr. Collin's report is included in the Appendix to these minutes.

Dean Ann Carmichael, USC Salkehatchie. A copy of Dr. Carmichael's report is included in the Appendix to these minutes.

Dean Michael Sonntag, USC Sumter. A copy of Dr. Sonntag's report is included in the Appendix to these minutes.

Dean Alice Taylor-Colbert, USC Union. A copy of Dr. Colbert's report is included in the Appendix to these minutes.

Afternoon Session

Chair Dr. Bruce Nims called the meeting to order at 1:02 PM. Chair Nims reminded everyone that it is important to state your name and campus affiliation before addressing the Senate and before making a motion or seconding the motion. He also reminded the committee chairs to provide the Secretary with electronic copies of their committee reports.

<u>Correction/Approval of Minutes</u>: March 7, 2014. Professor Tom Powers (Sumter) pointed to a correction on page 7 of the minutes: under motion 5, the word "with" should be inserted. No other corrections were noted, and the minutes as posted were approved with one correction.

<u>Reports from Standing Committees</u>

Rights and Responsibilities – Professor Bettie Obi-Johnson reported that Rights and Responsibilities discussed five motions that would be brought up to the Senate meeting under Old Business.

Welfare – Professor Nicholas Guittar reported on the Faculty Welfare Survey. He pointed out that he is the primary author of the document, and therefore he is the contact person for questions and comments. A copy of the final report is included in the Appendix to these minutes. The response rate to the survey was 79% (there were 133 faculty of which 105 responded .) Professor Guittar highlighted the findings of the study. The study found that women were under-represented. There was some concern about reporting demographics, especially since for some campuses such demographics could identify individuals. Professor Guittar stressed that results were reported with single dimensions and, therefore, there was nothing identifiable in the report. The study indicated that 18.1% of the respondents reported that they experienced discrimination on the basis of race, gender, or sexual orientation. Also, 16.5% of the faculty reported workplace bullying**.** Put together**,** 27.6% of the faculty respondents indicated either discrimination on one of the three measures or workplace bullying. The study indicated that discrimination and bullying are more significant factors than salary for faculty looking for full-time positions elsewhere. Professor Biggs (Lancaster) asked about respondents who left off discrimination and bullying responses. He asked if there was a correlation between non-respondents and individuals who are looking elsewhere. Professor Guittar said that there could be such a correlation. Faculty felt that they had good authority to make decisions, had a good opportunity for advancement (with some concerns about advancement within the instructor rank.) More than 50% of the respondents were dissatisfied with salaries. There's a sense that Palmetto College is creating greater job security. Professor Andy Kunka (Sumter) commended the committee and Professor Guittar for the doing a fantastic job on the study. Professor Nims asked if the committee had elected a new chair for next year. Professor Guittar indicated that he would be available as chair of the committee. However, professor Obi-Johnson added that two additional candidates may be available and that the committee will report on this at a later point in time.

System Affairs – Professor Andy Kunka reported that he was reelected as chair for the committee for next year. The committee passed a proposal for changes to Lancaster's Associate in Science Business Degree. Copies of the proposal were distributed. A copy is also included in the Appendix to these minutes. A motion for Senate approval of these changes would be brought up to the Senate meeting under New Business. The committee also discussed and questioned the continued existence of the Systems Affairs Committee without 'Curriculum' as a charge. Professor Kunka referred to the Curriculum Committee vote that would be coming up under Old Business. He said that the members of the committee had voted, and the committee opposed the formation of a separate committee as opposed to leaving 'Curriculum' as a part of Systems Affairs' duties.

Executive Committee

Secretary – Professor Hennie van Bulck reported that the Executive Committee met on April 4, 2014 in Columbia. The committee heard administrative reports from Dr. Elkins and Dr. Plyler, campus reports from the various campus representatives, and reports from standing committees. Under the Executive Committee's new business, the committee discussed needed revisions to the

Faculty Manual. The Executive Committee took no actions.

Regional Campuses Faculty Manual Liaison Officer – Professor Lisa Hammond reported that three of the motions from the Rights and Responsibilities Committee will affect the Faculty Manual and would be discussed in more detail under the Rights and Responsibilities section of Unfinished Business. She reminded the Senate that all business passed by the Senate that the affects Faculty Manual needs to be approved by the Administration. These changes to the Manual are sent to the Palmetto College office where Dr. Elkins and Dr. Plyler review them and hopefully approve them. Next these changes are sent to the Provost and the Legal Department, and finally, they go to the Board of Trustees at their June meeting. If everything goes through on time, the new Faculty Manual might be published in July.

Reports from Special Committees

Committee on Libraries - Professor Patrick Saucier give the report on behalf of Professor Julia Elliott. A copy of the committee report is included in the Appendix to these minutes.

Committee on Curricula and Courses - Professor Robert Castleberry. A copy of Dr. Castleberry's report is included in the Appendix to these minutes.

Committee on Faculty Welfare – Professor Janet Hudson reported that the bullying policy is now in effect. The committee is still dealing with the implications of the Columbia Faculty Welfare Survey. A third of the Columbia faculty is non-tenure-track, and that segment expressed the most dissatisfaction. The survey also revealed dissatisfaction with the faculty's role in choosing technology. Blackboard's contract will be up for renewal next year, although it is not expected that there will be a change. One of the biggest issues is security, especially the issue of how other businesses interface with our system. Bill Hogue (Vice President for Information Technology and Chief Information Officer) will be forming a committee to gather input from faculty. Professor Hudson reminded the Senate that all information on the University's website and University email is open to 'freedom of information' and belongs to the University.

Faculty-Board of Trustees Liaison Committee – Professor Bruce Nims. No report.

Regional Campuses Research and Productive Scholarship Committee – Professor Ray McManus. No report.

Regional Campuses Academic Advisory Council – Professor Bruce Nims. No report.

Other Committees

Conflict of Interest Committee – Professor Noni Bohonak. No report.

Unfinished Business

Rights and Responsibilities Committee – Professor Bettie Obi-Johnson presented motions 4 and 5 which were distributed to the Senate at the previous meeting and by email. Copies of these motions are included in the Appendix to these minutes. Motion 5 deals with the administrative title changes associated with Palmetto College. By action taken by the Board of Trustees December 17, 2013, our name is now Palmetto College, and the unit head is Palmetto College

Chancellor. Motion 5 deals with the name change from Regional Campuses and Extended University to Palmetto College Campuses. Professor Hammond reviewed the motions as they were presented during the March Senate meeting and explained what was changed in the interim. After the March meeting, she was asked by Chair Nims to review all places where the title Vice Chancellor and Vice Provost also needed to be included. In making these changes, she consulted extensively with the Executive Committee, with Professor Kunka and the Systems Affairs Committee. She also consulted with Chancellor Elkins and Vice Chancellor Plyler for the administrative perspective.

Professor Hammond explained that of particular interest were the proposed changes to the flowchart of the Tenure and Promotion Procedure. In the proposed model, the Palmetto College T&P Committee votes and then the file goes to the Vice Provost, and then to the Chancellor and the Provost. The Chancellors at the comprehensive campuses and our Chancellor do not report to the Provost, but report to the President. Our accreditation, however, requires that everything from the regional campuses is reported through the Provost. Therefore, in the proposed model, both the academic and the administrative heads of the unit report to the Provost, who makes a recommendation to the President. Professor Hammond acknowledged that she had received some feedback that this change to including the Chancellor in the T&P process was not clear to all members of the Senate after the March meeting.

Professor Obi-Johnson moved to adopt motion 4 to change of the administrative titles as presented by Professor Hammond and as presented in the document. Coming from committee, the motion needed no second. Professor Andrew Yingst (Lancaster) expressed concerns that, by his recollection, during the prospective Chancellor's hiring and interview process, it was explained that the Chancellor would not be part of the tenure process. He also said that he remembered being told that Palmetto College would not change our Tenure and Promotion process. He felt that the proposed changes do constitute a change to the Tenure and Promotion process. Professor Yingst said that, since these changes were not made clear until Tuesday, many of the Lancaster faculty members believed that this change requires more than three days for due consideration. He asked if it would be feasible to split off the change in who votes on the T&P files as a separate motion that could be ruled substantive and therefore cannot be voted on today. Or, if that was not feasible, could the clarification be ruled substantive and therefore the motion could not be voted on today. Chair Nims said that he was not inclined to rule this change substantive since it is a name change for the administrative head of our academic division, and since the head of our academic division has always had a vote in the T&P process. The name change does not constitute a change in the duties or the actions of the person now holding this new title. When asked, Professor Hammond clarified that the proposal did insert an additional administrator since now both the Vice Chancellor and the Chancellor would have a vote. Professor Kunka (Sumter) asked Dr. Plyler if the Chancellor would look at the T&P files even if this were not codified in the Manual. Dr. Plyler responded that Palmetto College is a unique organization, and it is unlike any other units in the University of South Carolina. The Palmetto College head should be equated with an academic Dean of a College. It seems logical to assume that the head of the unit would need to make a recommendation for the faculty in that unit. The Vice Chancellor, because the organizational change, continues to review and have a vote and reports to the Provost and chief academic officer, and strengthens the process for the faculty coming through. Professor Hammond added that, because the changes to the faculty manual had not been voted on, Chancellor Elkins was not entitled to have a vote on T&P files this year. Professor Lawrence (Lancaster) argued that, in light of the previous discussion, and the fact that this is a significant change, arguing that the Chancellor should have a vote is swerving

from Professor Yingst concerns. He argued that his concern was not whether or not the Chancellor should have a vote, but that he believed that was a substantive change that should have been given due time for everybody to deliberate and think about. Professor Hammond responded that she apologized if these changes were not made clear, but she did her best to get these changes out to the faculty in a timely manner.

Professor Nims (in his role as a faculty member rather than Chair) explained that, early on in the search process for Chancellor, the Executive Committee met with Provost Amiridis and President Pastides. During that meeting, Provost Amiridis made it clear that, for reasons of SACS accreditation, all our tenure files must flow through the Provost because we are extended program sites of the University of South Carolina Columbia. Over the years, we had established a negotiated understanding with the Provost office about the evaluation of our T&P files, and we wanted that to stay intact. The Provost gave us reassurance that the Provost would, in fact, be the last stop. However, there was no statement by anyone at any time that the Chancellor would not have a vote and would not make a recommendation on the files. Professor Kunka (Sumter) was concerned that delaying the vote could lead to confusion for faculty going up for Tenure and Promotion next year, and potentially could lead to grievances. He added that, as Dr. Plyler indicated, the Chancellor will be evaluating the T&P files. Therefore, he urged that we vote on the motion today. Professor Powers (Sumter) asked if Professor Kunka was suggesting a Manual revision "right here and now." Professor Kunka responded that he was simply asking that the Senate move forward with the motion as is on the floor.

In response to a question by Professor Saucier (Extended University,) Professor Hammond gave a detailed explanation of the issues involved in separating the motion into two motions. She referred to the motion made at the March Faculty Senate meeting, which was ruled substantive at that time. She indicated that we could vote on that motion today. She indicated that some people present at the current meeting consider the motion on the floor as revised and as substantive because it inserts the title Vice Provost. You could, as such, separate the two motions. However, she cautioned against doing that because of the next motion that would come to the floor. Professor Hammond and Professor Nims told about several meetings with the University's accreditation representatives. These meetings involved Professor Hammond as Faculty Manual Liaison, Dr. Nims as Senate Chair, Dr. Chris Plyler and Dr. Susan Elkins in their capacities as the College Officers, Senior Vice Provost Lacy Ford, who is responsible for the academic component in the Provost's office. They also met with Dr. Terry Smith, who is Director of Academic Programs in the Provost's office. She is coordinating manual revisions across all the campuses. They also met with Dr. Donald Miles who is USC's head of Institutional Assessment and who is the supervisor of the SACS reaccreditation group. He also supervises Dr. Kris Finnigan, who works with the CHE. Our institutional reaccreditation officers recommended that we route the chain through the Vice Provost and Vice Chancellor because he reports to the Provost. Although it can be done, it would be fairly complicated to separate the motions. Professor Castleberry (Sumter,) as a point of information, pointed out that a new matter, even if ruled substantive, with a two-thirds vote, could be addressed. Professor Hammond and Professor Nims both agreed with that comment. Professor Yingst (Lancaster) added that many individuals on his campus and other campuses have been working hard to make clear what is happening in transitioning to Palmetto College, and that to some people, this addition of the Chancellor of Palmetto College feels threatening. Professor Hammond reiterated that this information was distributed in print in March, although she understood that not everybody understood it. She also indicated that we should respect opposing viewpoints and not consider them as "obstinate." Professor Love (Salkehatchie) said, as a member of the Rights and Responsibilities Committee,

that it never occurred to the members of that committee that this would be controversial because they operated on the assumption that the Chancellor would be part of the T&P process. Professor Lawrence (Lancaster) commented that he felt it was too much for somebody to say "you should have inferred this change." Professor Burke (Lancaster) said that, as a T&P candidate, she would like to know when she leaves today's meeting, what the T&P process is. Professor Van Bulck (Sumter) said that the Chancellor is the head of our unit and that it would be inconceivable to him that the head of the unit would not have some vote or recommendation in the tenure and promotion process of those individuals of which she or he is the head. Professor Kunka (Sumter) reiterated that, looking back at the minutes of the last meeting when this original motion came up and was discussed, this has the potential to be more than a search and replace function, and that there could be implications that are required for both the Chancellor and the Vice Chancellor's name to appear in places. He said that we were all invited to look through the manual to look for places where that might occur. Professor Guittar (Lancaster) questioned if an additional five months would change the way we feel about things. Professor Hudson (Extended University) argued that it made more sense to go with the logic that every Dean is part of the tenure and promotion process. Professor Powers (Sumter) expressed his concern that we have a Faculty Manual to protect us, and we expect all sides and controversies that are covered by the Manual to go by the Manual. We have a procedure for making changes to the Manual, and it is not OK to change that procedure, and then catch up and ratify it. That would make the Manual the dependency. Professor Bonner (Lancaster) concurred with the faculty on his campus that this is a substantive change. Professor Hampton (Sumter) responded that while he agreed with Dr. Powers in principle, in this instance the democratic process was followed. Professor Obi-Johnson (Lancaster) reiterated that, this past year, the Chancellor did not vote on the files. Thus, last year, the Manual was followed, and the Manual will be followed next year. Professor Fontenot (Union) reminded the Senate that Chancellor Elkins outlined the reporting line in her November presentation to the Senate. Professor Powers (Sumter) commented that in the organization chart, as presented, he did not see the Provost in the chain of command or the line of reporting. Hearing no further discussion, the Chair moved to a vote. The Chair indicated that the "ayes" had it, and he asked if there was a call for a standing vote. Hearing none, he stated that **the motion passed**.

Professor Bettie Obi-Johnson presented motion 5, the name change. Professor Hammond explained the motion in more detail. She said that this motion, too, had been revised since the March meeting. This motion, as originally written, proposed that any place in the Faculty Manual that said 'Regional Campuses' would now say 'Palmetto College.' For example, we would be called 'the Palmetto College Faculty Senate.' The original motion intended to clarify that the comprehensive campuses would participate in the Palmetto College degree offerings, but would not be part of the Palmetto College faculty. It would also make certain that our Faculty Organization remains the Faculty Organization that we currently know it. When she and Professor Nims met with Dr. Lacy Ford and Dr. Donald Miles, she was told that the original language was confusing and that it might confuse the accreditors. Dr. Ford and Dr. Miles suggested describing what the unit is, rather than what it is not. If the motion passed, it would change the language that is currently in the Manual to: The faculty of the Palmetto College campuses is comprised of the faculty of the individual campuses: Lancaster, Salkehatchie, Sumter, Union, and Extended University. It was recommended that the language be changed from Palmetto College Faculty Senate to Palmetto College Campuses Faculty Senate. Professor Hammond presented and highlighted the sections in the Manual where these changes would be made.

Professor Obi-Johnson moved to adopt motion 5. Professor Hudson (Extended University)

asked if the language "Regional Campuses" would completely disappear, or did this only pertain to the Faculty Manual. Professor Hammond explained that are many places where the term is used, such as the University policies, over which we have no control. The new term "Palmetto College Campuses" is already used in many places, such as the USC website, but it probably will take a while before all places are identified where that language occurs. Hearing no further discussion, the Chair moved to a vote. The Chair indicated that **the motion passed**.

Professor Bettie Obi-Johnson presented motions 1, 2 and 3 which dealt with the adoption of the online submission process for tenure and promotion files. Copies of these motions are included in the Appendix to these minutes. Motion 1 was the actual changes to the Faculty Manual, and motion 2 was an overview of the process. It would be a document on our website, but it would not go into the Manual. The same was true for motion 3, which was the order of electronic submission of the T&P files. Both motions 2 and 3 reflected what the existing policy was in the Manual. Professor Hammond explained that motion 1 was the only one of the three motions that was part of the process of developing an online T&P that affects the Faculty Manual. She identified three places in the Manual where the language needed to be changed. The first change removed the option for a candidate to submit documentation for external review either in print or electronically. The second change moves the submission of the teaching summary document from the Academic Dean to the office of the Palmetto College Chancellor. Because it is a new T&P process and an anxious process for new candidates, the committee felt that it is very important this first year that the faculty member work directly with Janet Meredith. Professor Hammond indicated that the committee would call for the Senate to nominate a representative who would work with Janet Meredith to make sure that, as each document is inserted in the appropriate place in the file. She stressed that this would be a safeguard for the first year only and would not be repeated following years. This representative should be a senior faculty, who is trusted, and who has experience with the T&P process. The final change specified that the candidate will turn in an electronic file. The document will have the same set of tabs in the same T&P forms that we currently have. There will be coding in each section that creates a bookmark along the side each PDF. So there will no longer be physical tabs, but the tabs will be built into the files electronically.

Professor Bettie Obi-Johnson moved the adoption of motion 1, the electronic adoption of T&P files. Coming from committee, the motion did not need a second. Hearing no discussion, the chair moved to a vote. The Chair indicated that **the motion passed**.

Professor Bettie Obi-Johnson presented motions 2, the overview of the submission process for T&P files. Professor Hammond explained that the motion was already changed because of the title change from Regional Campuses and Extended University to Palmetto College Campuses. She also discussed slight changes to the motion from the motion as presented during the March meeting. The change reflected the insertion of the Vice Chancellor, the Chancellor, and the Provost into the T&P line. She reiterated that this document does not affect the Manual, and does not affect the T&P line, although it describes it. However, this is a binding document, that the Senate would adopt as a policy document. It would be posted on the Palmetto College Campuses' Tenure and Promotion web page. It describes how the file progresses and what goes in the file at each point. Professor Hammond said that she would draft a checklist for Janet Meredith that goes through each of tabs of the T&P file. This checklist would be made available to the candidates, so candidates will be able to confirm that information has been added as each item is checked off. The third change to the original motion was the committee's decision to strike section at the end of the motion that pointed to some future considerations. Professor

Hammond presented an overview of the motion.

Professor Bettie Obi-Johnson moved the adoption of motion 2, the overview of the T&P process. Coming from committee, the motion did not need a second. There was a question (from unidentified faculty member) regarding language of what we currently do. Professor Hammond responded that we probably have to review that during the next Senate meeting. She also said that there would be training sessions during September and October for each of the administrators, the academic deans and administrative assistants, and workshops on each individual campus for faculty, administrators and all participants in the T&P process. Hearing no further discussion, the chair moved to a vote. The Chair indicated that **the motion passed**.

Professor Bettie Obi-Johnson moved the adoption of motion 3, the order of submission of the T&P files. Professor Hammond pointed to a couple of changes from the original language of this motion. One change that she had already discussed was the insertion of the Vice Provost and Vice Chancellor. This document describes who inserts what in the T&P file and how it gets to the next point. The second change was the checklist that she previously described, and that will be used by the Palmetto College office to make sure that all materials have been appropriately received and inserted in the file. Hearing no further discussion, the chair moved to a vote. The Chair indicated that **the motion passed**.

The Executive Committee - Professor Bruce Nims presented two motions. **The first motion dealt with the change in Chapter 1 of the Manual**. On page 1 the language was modified to "within the limits established by the Board of Trustees, the combined accreditation with USC Columbia and the policies and the rules of Palmetto College Campuses Faculty Senate." On page 3, the key language gives the Senate the authority to review and approve changes to the curriculum requirements for the common degrees awarded by Palmetto College Campuses. The new language would read "The Senate has the authority to establish minimum educational standards for the Palmetto College campuses to include review and approval of any changes to the curriculum requirements for the common degrees awarded by the Palmetto College campuses." Coming from committee, the motion needed no second. Hearing no discussion, the chair moved to a vote. The Chair indicated that **the motion passed**.

The second motion concerned the creation of a Palmetto College Campuses Curriculum Committee. "The Regional Campuses Curriculum Committee will convene to consider, and recommend to the Palmetto College Campuses Faculty Senate, action on all requests for new courses or for any revisions to the curriculum requirements for the common Palmetto College Campuses degrees. The Regional Campuses Curriculum Committee will be chaired by the Systems Affairs Committee Chair. The faculty organization of each regional campus and Extended University will also elect one representative each to the committee, for a total of six members. All curriculum actions, once approved by the Regional Campuses Faculty Senate, will be forwarded to the USC Columbia Committee on Curricula and Courses, with the exception that the Palmetto College Regional Campuses Faculty Senate will give final approval to any Regional Campuses specific courses, such as RCAM and PALM courses." This motion came from committee and therefore did not need a second.

Professor Castleberry (Sumter) stated that the wording of the motion would indicate that if we modify in the future our Associate's Degree, that then would go to the Columbia Courses and Curriculum Committee. However, that has never happened. Professor Catalano (Lancaster) indicated opposition to the motion because he believed that the Systems Affairs Committee is

already charged with the primary responsibility for courses and curricula for what is now Palmetto College. Therefore, the proposed committee would be unnecessary and in conflict with what the Systems Affairs Committee does. Professor Guittar (Lancaster) argued that if motion passed, the new committee would be a "weighted committee" because the chair would also have one other member from his campus on the committee. He proposed that the four campuses that are not represented by the Chair of the committee should be voting members of the committee. Professor Kunka (Sumter) expressed his concern that the individual faculty of the four campuses would elect their Courses and Curriculum Committee member, but the campus that has the Chair in place would not have elected that person on that committee. Professor Guittar responded that it would depend on how that campus elected their senators. Professor Lawrence (Lancaster) also expressed his opposition to the motion, and offered a friendly amendment that the chair of the proposed Curriculum Committee should be a moderator, but be a nonvoting member. Chair Nims asked if there was a second to that amendment. Professor Castleberry (Sumter) seconded the motion. Hearing no further discussion, the chair called for a vote. The amendment passed.

Professor Reisenauer (Sumter,) in light of Professor Castleberry's previous statement that currently changes to Associate's Degrees do not go to Columbia' Courses and Curriculum Committee, asked what the committee's thinking was for changing the existing procedure. Professor Castleberry again recommended that we address that by striking the last sentence of the original motion: "All curriculum actions, once approved by the Regional Campuses Faculty Senate, will be forwarded to the USC Columbia Committee on Curricula and Courses, with the exception that the Palmetto College Regional Campuses Faculty Senate will give final approval to any Regional Campuses specific courses, such as RCAM and PALM courses." Professor Powers (Sumter) seconded the motion. Professor Castleberry then added that any changes to our Associate's Degrees never have, and never should go to Courses and Curricula in Columbia. This also includes Palmetto courses that have never been under the jurisdiction of this body. Professor Saucier (Extended University) asked for clarification of the motion. Professor Castleberry, by point of privilege, stated that we defined the Palmetto College Campuses faculty. The previous Executive Committee motion (motion 1) related to Associate's Degrees. Professor Castleberry reiterated that, from the historical point of view, this body has never approved any of the Palmetto degrees or any of the Palmetto courses. Professor Hudson (Extended University) commented on the use of the language "curricular actions." She stated that as long as you are clear that "curricular actions" deal with requirements for the degree and not with courses we could do that, but the last exception suggested that this had something to do with particular courses, and therefore was confusing. Professor Castleberry then stated that if that sentence was excluded there was no conflict and confusion. There was no further discussion of the amendment to strike the sentence. The amendment passed.

Chair Nims asked if there were any further amendments. Someone (unidentified) then asked if it was clear that the amended motion creates a new committee that addresses curriculum, but does not change the fact that Systems Affairs is charged with dealing with all curriculum matters. Chairman Nims responded that, yes, the charge of the Systems Affairs Committee would have to be adjusted. Professor Penuel (Lancaster) said that the proposed committee is small, and she felt better represented by the larger Systems Affairs Committee. Professor Hammond (Lancaster) explained that we were trying to make sure that we have broad control over curriculum as possible and that we have the option to assume authority over the BOL and BLS degrees and to create new curricula from our institutions that belong to our campuses and not the comprehensive campuses or Columbia. Professor Hudson (Extended University) agreed and said that Systems Affairs represents everyone who teaches the courses. Professor Lawrence

(Lancaster) asked for clarification. Professor Hudson responded that she wanted to insert the "AA and AS degrees" for clarification and to avoid potential problems. Professor Powers (Sumter) asked where she wanted to insert them, and what she wanted to it say. Chairman Nims stated that currently the only Palmetto College Campuses degrees are the AA and AS degrees. Professor Kunka (Sumter) agreed and said that, should we get our common degrees later on, we would not have to go through a Manual change in order to have control over those degrees. Professor Hudson (Extended University) made a motion that we insert between "the common" and before (what will become) "Palmetto College Campuses " the word "Associates" The motion was seconded (unidentified). Professor Catalano (Lancaster) said that he would prefer that we not limit it to associate's degrees, and hopes that we will be dealing with some bachelor's degrees down the road. Professor Chris Nesmith (Extended University,) as a point of clarification, stated that he agreed with Professor Catalano. Professor Yingst (Lancaster) indicated that he opposed inserting the word "Associates." Hearing no further discussion, Chair Nims called for a vote on the amendment to insert the words "Associates Degrees" after word "Campuses." **The amendment failed**. Chair Nims then asked for further discussion of the motion as amended twice. Professor Andrew Yingst (Lancaster) asked if anyone in the room wanted to make an argument why we should have a new committee. Hearing no further discussion, Chair Nims moved to a vote. **The motion failed.** Chair Nims then stated that by this vote, the Systems Affairs Committee retains control over curriculum.

 New Business

System Affairs – Professor Andy Kunka moved forward the **motion to accept proposed changes to the Lancaster Associates in Business degree**. (A copy of the changes is included in the Appendix to these minutes.) Coming from committee, the motion did not require a second. Professor Powers (Sumter) asked why Lancaster was changing the degree. Professor Cox (Lancaster) explained that, historically, this was a Secretarial Science degree which evolved over time into the Associates in Business degree. When the Lancaster faculty last changed the curriculum, they were looking at a possible 2+2 agreement with Hospitality Retail Sports Management, for what was then the TSTM degree. That did not manifest itself. However, what did manifest itself was the BOL degree. Making the change would strengthen the degree since we now requiring a "C or better" in all major courses. It would give students a greater variety of options. Also, the language was changed to fit with the Carolina Core requirements. Hearing no further discussion, Chair Nims called for a vote. **The motion passed**.

Rights and responsibilities - Professor Bettie Obi-Johnson was nominated by Professor Bonner (Lancaster) to serve a one-year advisory position to consult with the Palmetto College Campuses tenure and promotion administrator Janet Meredith in the event that she needed any assistance with placing confidential documents in the appropriate places in the electronic T&P files. For this one year, the holder of this office will be able to review T&P files, though bound not to disclose any information.   Professor Powers (Sumter) made a motion, which was seconded by Professor Guittar (Lancaster.) Chair Nims made a special order and the motion passed by acclamation.

John J. Duffy Excellence in Teaching Award. - Dr. Chris Plyler thanked the Welfare Committee and Committee Chair Nick Guittar for their work on the nominating process. Dr. Plyler also said that two additional awards are being considered; one for advisement and one for service. He then announced and congratulated this year's winner of the John J. Duffy Excellence in Teaching award: Dr. Wei-Kai (Brian) Lai (Salkehatchie.)

Recognition of Outgoing Chair - Dr. Chris Plyler recognized the efforts of the outgoing chair, Professor Bruce Nims (Lancaster.)

<u>Announcements</u> - Dr. Susan Elkins thanked everyone in the Senate for their input and debate. Outgoing Chair, Dr. Nims then moved the gavel to incoming Chair, Dr. Jolie Fontenot.

<u>Adjournment</u> 3:28 PM

Respectfully submitted,

Hennie van Bulck
Secretary

Appendix

Remarks from Chancellor Susan Elkins

Thank you, Chairman Nims.

Good morning! It's great to be with you today on what is certainly one of the busiest days of the semester! I'm sure you are thinking about all of the final exams, grading, and many other commitments you have during the next few days as the semester ends. Thank you for being here, especially at this extremely busy time, and for your continued work on the Senate.

I so appreciate the opportunity to share some brief remarks as we begin the day.

First, let's stop just a minute and reflect on "**why** we do **what** we do every day" -- and especially the importance of your work as faculty. We have this saying in the hills of Tennessee that goes like this, "If you see a turtle on a fence post, you know it didn't get there by itself."   Now, I'm sure none of us in this room made it to where we are today by ourselves.....so take just a minute to stop and reflect on those who helped you get where you are today. Who helped you??? How many of you have faculty members on your list??? Looks like almost all of you are like I am, with a huge debt of gratitude for those key faculty members who played such an important role in helping us get where we are today. I often stop and pay tribute to that faculty member who was so important to me, Dr. James Akenson, who was not only my undergraduate advisor at age 18 as a first-generation college student, but also a couple of decades later when he served as chair of my tenure and promotion committee… all the way through the processes to full professor. I'm sure you, too, are very grateful for those key faculty members who influenced your lives, just as I am for Dr. Akenson and his tremendous influence on my life. This brief time of reflection is a vivid reminder of the very special impact of faculty on the lives of students and reminds us of the importance of "**why** we do **what** we do every day!"

Second, let's also reflect back on our shared vision for Palmetto College – "Thriving Regional Campuses + Thriving Online Bachelor's Degree Programs = Student and Faculty Success!"   With this innovative approach for the USC System, Palmetto College can truly be a national model of system innovation that combines the best of all worlds – (1) on ground campuses across the state with traditional faculty and students, and (2) the convenience of online bachelor's degrees with online faculty and students……. having all of the elements of delivery working together seamlessly to provide greater access and success for all!

Next, I would like to provide an update on our work together with the Faculty Senate and Faculty Senate Executive Committee.
1. We are pleased that Chairman Nims is representing the faculty and the Faculty Senate on the Palmetto College Chancellor's Executive Committee, the leadership team that meets monthly and consists of the campus deans and central support members of Palmetto College.
2. Dr. Nims also represents the faculty and Faculty Senate by serving as a member of the Palmetto College Implementation Team.
3. It is also a privilege to attend meetings of the Senate Executive Committee and provide a brief report at the beginning of each meeting and serve as a resource as needed.
4. I am also very appreciative of the opportunity to have met individually with Dr. Nims as

Executive Committee Chair, Dr. Bettie Obi-Johnson as Chair of Rights and Responsibilities, Dr. Nicholas Guittar as Chair of Welfare, and Dr. Andy Kunka as Chair of Systems Affairs.

5. Regarding the online Tenure and Promotion process, I was very pleased when I arrived and heard that you were being so innovative by moving in this direction. Also, I was extremely impressed by the quality of the Tenure and Promotion files of the candidates this year. Although I did not vote, I did read the files and was very impressed with the quality of teaching, scholarship, and service.

6. Another effort I must mention is the Faculty Manual revision work, chaired by your Faculty Manual Liaison, Dr. Lisa Hammond, and assisted by Dr. Andy Kunka. This was extremely tedious work at a time of much change with the creation of Palmetto College, and it has been a pleasure working with Dr. Hammond and those involved in the manual changes, as well.

7. Also, to provide additional time to discuss our future work together, a Faculty Senate Executive Committee Retreat is being scheduled after the end of the semester.

8. As a last point regarding our work together, a Strategic Planning effort for Palmetto College will be launched after the semester ends, and we will be asking for representation from the Senate to be a part of the committee.

Finally, I will share a quick update on four initiatives that involve all of the faculty and campuses.

1. In an effort to address enrollment issues, we are pleased to have Mr. Kip Howard, who has previous Noel-Levitz experience, providing consultation services for both the regional campuses traditional enrollment efforts and enrollment in the new online bachelor's degree programs. Noel-Levitz is one of the top enrollment management consulting firms in the country, so we are delighted to have Mr. Howard working with all of us on this special project that will hopefully yield additional enrollments across Palmetto College.

2. The regional campuses now have an opportunity to participate in the American Honors program – a new program that has been developed by an external vendor to allow two-year campus students the opportunity to participate in an Honors program. The campus deans will be discussing this potential new endeavor on the campuses.

3. The Annual Faculty Assembly will be held in October during conflicts this spring with inclement weather. Participation by the Senate will be requested in developing the agenda.

4. The Central Support unit of Palmetto College is also continuing to provide assistance in areas such as marketing, recruiting, technology infrastructure, and other needs for both regional campuses and online bachelor's degree efforts.

In closing, I look forward to our continued work as we build Palmetto College together, resulting in faculty and student success throughout the state and beyond!

Now, back to the turtle on the fence post….. Let's conclude by thinking about all of the many student success stories YOU'VE had....those students who have been helped by YOU.... and think about how we are paying forward to honor those FACULTY who have helped US in the past. I'm sure all you of have many, many students coming to mind! So think a minute about all those student successes…..:-) As I conclude my semester, I'm most proud of the opportunity I had a few weeks ago to sign off on a dissertation at Virginia Tech for a two-year college transfer student who I've had the privilege of working with over the past decade....and nothing gives me more pleasure than to call him, DR. Matt! I'm know you share that same pleasure for all of those students you're thinking about, too!

Thanks to all of you for the many, many student success stories you've helped to create.....and for all of the turtles you've helped to the top of the fence post!

Have a great rest of the semester and a much-deserved summer break!

Report of the Executive Vice Chancellor for Palmetto College and Vice Provost
Regional Campuses Faculty Senate
USC Lancaster
April 25, 2014

The distinguished winners of the 2014 South Carolina Governor's Professor of the Year award were announced Wednesday at a press conference held in the Rotunda of the Capitol. Selected from a total of 30 candidates nominated by their respective institutions, the recipients of this prestigious award exemplify excellence in teaching and student advising. This year marks the 26th year of the award.

Also recognized were nine finalists for the 2014 S.C. Governor's Professor of the Year Award who were presented with certificates signed by the Governor in honor of their accomplishments. Palmetto College finalists include: Mr. Daniel A. Kiernan, M.S., Instructor of Biology, University of South Carolina Sumter; Dr. Sarah E. Miller, Ph.D., Associate Professor of History, University of South Carolina Salkehatchie.

In the House –
– On Tuesday, a special subcommittee of Ways and Means (K-16 Building Needs and Utilization) met and considered H.4518. The bill if enacted would prohibit the appropriation of lottery net proceeds for capital improvement projects at or associated with an institution of higher learning. The subcommittee amended the bill to make an exception for lottery funds appropriated for the Higher Education Excellence Enhancement Program. The full Ways and Means Committee approved the bill at a meeting later the same day and reported the bill out to the full House where the bill remains on the calendar awaiting second reading.
– The full Ways and Means Committee also approved at its meeting on Tuesday a subcommittee recommendation to amend and report favorably to the full House H.4632. As introduced, this bill required a merger of the College of Charleston and MUSC. The bill was amended to remove the requirement of a merger and instead enable the College of Charleston to become a research university. The bill is presently on the contested calendar of the House pending debate on second reading.

In the Senate –
– During the week, the Senate Finance Committee began meeting to develop its budget recommendations. They began work on budget provisos and will continue its work in the upcoming week. (For FY 2014-15 budget bills: H.4701 and H.4702). The Senate Finance Committee began meeting during the week to consider its budget recommendations. The Committee will continue discussions in the upcoming week.

– During the week, the Senate Finance Committee met and continued its work on its budget recommendations (H.4701 and H.4702). The Committee considered budget provisos and will meet again next week to consider numbers and finalize its recommendations for advancement to the full Senate.

– H.4895, Military Family Quality of Life Enhancement Act of 2014, relating to various provisions for military families passed the House and was introduced in the Senate on April 15. Among the provisions is one that would allow for in-state tuition for discharged military by providing a waiver of the 12-month physical presence requirement for discharged military who establish residency in South Carolina. A similar bill (H.3086) remains on the Senate Calendar awaiting second reading.

Extended University Faculty Senate Report
Chris Nesmith, Asst. Vice Provost
April 25, 2014

ASL induction. On April 22nd, the USC Columbia chapter of Alpha Sigma Lambda, a national adults student honor society and the only one of its kind dedicated to adult students at USC, inducted 8 students, including Priscilla Buford from Lancaster, a BLS student, and Jeremy Brown, from Union, a BOL student. Melissa Lowe, our Adult Student Services Director and the counselor for the chapter, led the ceremony, and Dr. Helen Doerpinghaus, Dr. Plyler, and Dr. Elkins all made some wonderful remarks to the students. It's a very moving ceremony, we hold it in the Gressette Room each year, the students get a nice certificate and a lapel pin with the society's key on it.

What Melissa would like to see is double or triple that number next year. We'd like to see all of the eligible BLS and BOL students inducted. That's where you come in. Next year Melissa will be in touch with each campus, with BLS and BOL advisors to get some nominees. Advisors and faculty will also be invited. I've also asked Melissa to reach out to Lancaster and Union about the two students on your campuses inducted this year. We will be posting this announcement on our website and you may want to do the same. We have pictures we can share.

To be eligible a student has to be in a baccalaureate degree program on the Columbia campus, not have earned another degree, and have at least 30 hours with a cumulative 3.5 GPA. So please be thinking about any BLS/BOL students who may be eligible for this award.

Dalton Award. On April 11 we awarded the Stephen L. Dalton Distinguished Teaching Award to Candace McGuiness. Candace teaches biology for us. To be eligible for this award you must teach at least 3 courses at Fort Jackson within the academic year. Students vote to determine the finalists, but then a faculty committee selects the winner after the candidates prepare a file and have an interview with the committee. Serving on the committee this year were John Abdalla, Dawson Jones, and Wes Abercrombie.

Faculty news. This is just a sampling of the great things are faculty are up to. **Julia Elliott** has singed contracts for two book deals, a collection of short stories to come out this year and a novel for 2015. She will be embarking on a national book tour this fall to support the first one. She was a short-list finalist for inclusion in the *Best American Short Stories* anthology for this year. **Mary Hjelm** has an article forthcoming in the *Georgia Philological Society Journal*. **Dawson Jones** had an article published in *The Explicator*. **Melody Lehn** will have a book chapter appear this summer in a book on First Ladies and Presidential Campigns.

Report to the Regional Campuses Faculty Senate
meeting at USC Lancaster
April 25, 2014

Students

Enrollment
As of March 28, 2014, 1371 students (headcount) are registered for Spring 2014. This number represents our official Spring 2014 enrollment. As of April 21, 2014, we have 209 students registered for Fall 2014.

Athletics
The **USC Lancaster baseball team** ranks 10th in the nation in the NJCAA for attendance at home games.

Spring Fling was held on campus on Tuesday, April 22, 2014. The USC Lancaster Distinguished Teacher of the Year was announced during lunch. Congratulations to Dr. Fernanda Burke (Chemistry) for receiving that honor. Students participated in two separate activities to help raise money for community charities: a dunking booth for Relay for Life and a Ford Motor Company's Drive 4 UR Community vehicle test drive opportunity for the Lancaster Red Cross.
Congratulations to Dr. Burke, Dr. Nick Guittar, and Professor Marybeth Holloway for being chosen by students as top professors in their respective academic divisions.

Congratulations to the following elected to serve on the SGA executive council: Pres.: Brandon Newton, V. Pres.: Hunter Faile, Sec./Trea.: Brittany Wallace.

Facilities

Founders Hall construction will be finished in a couple of weeks. We have concluded the process of faculty office selections in Founders.

Budget

We continue to work toward ending the current fiscal year in the black. Current projections indicate that we will get there.

Other items...

- **Health Services**: We are in the final phase of our negotiation with Springs Memorial Hospital for the transfer of the Cardio-pulmonary Rehabilitation Clinic to

the hospital. We are currently working on lease agreements and license-to-use agreements for equipment.

- **USC Lancaster will celebrate 2014 Commencement Exercises** on Saturday, May 3 at 2:30. Our speaker is Mr. Bruce Brumfield, President and CEO of Founders Federal Credit Union.

- **The USC Lancaster BSN Nursing faculty** organized a successful BSN program information session in early April. There were approximately 80 in attendance.

- **Congratulations to Lancaster-based BSN Professor Ann Scott** who was recently selected as one of *Palmetto's Finest*. The Palmetto Gold recognition is the product of a coalition of nurse leaders that came together to plan a strategy for showcasing the many contributions that nurses make to the health care system in South Carolina. The award exemplifies excellence in nursing practice and commitment to the profession. We are so very proud that Ann was recognized for her accomplishments and professionalism in nursing education.

- **Professor Brittany Taylor-Driggers will lead students on a Travel Study trip to Ireland during Maymester.** The students will study art history and culture and complete sketches of the surrounding landscape. A coastal NC trip by boat is being planned for 2015. Professor Bob Bundy and Dr. Todd Scarlett will lead next year's trip.

- The USC Lancaster student theater group, the Lancaster Players, perform their second production of the semester this weekend in Stevens Auditorium in Hubbard Hall. **Steel Magnolias** opened Thursday, April 24 and will run through Sunday April 27. A community/campus fundraising event will be held in conjunction with the Saturday evening performance with proceeds benefiting the Lancaster Players and the Lancaster County Council of the Arts.

- USC Lancaster celebrated **Earth Day** on April 22, 2014 with student projects focusing on sustainability. Prof. Lynette Martek coordinated the event with her geology students.

- **Nineteen Associate in Science in Criminal Justice students were recently inducted into the Kappa Pi Delta chapter of Lambda Alpha Epsilon, the American Criminal Justice Association.** The ceremony was attended by family and friends of the students. Prof. Babette Protz helped coordinate the event. Students are planning to hold a variety of fundraisers to be able to attend the ACJA-LE National Conference in Nashville next year. Part of their community service will focus on the NO MORE movement - ending sexual assault and domestic violence.

- Everyone at Senate today is invited to tour USC Lancaster's **Native American Studies Center** at 119 South Main Street in Lancaster. Parking is available along Main Street or in the lot behind the Center off White Street.

UNIVERSITY OF SOUTH CAROLINA
SALKEHATCHIE

Regional Campuses Faculty Senate Report
April 25, 2014

Commencement exercises will be on Friday, May 2, 2014, at 11:30 a.m. on the Allendale campus. Our speaker is Rita Bragg Caughman who is a shareholder in the law firm of Sojourner, Caughman & Thomas LLC in Columbia, South Carolina, was born and raised in Allendale, South Carolina, graduated from USC Salkehatchie, USC Columbia and USC Scholl of Law. We will award 222 associate's degrees (USC Salkehatchie) and 23 bachelor's degrees (USC Columbia and USC Aiken combined) in the 2014 academic year.

Dr. Wei-Kai Lai and Dr. Fidele Ngwane presented at the 2014 Mathematical Association of America Southeast Section Spring Meeting at Tennessee Tech University in March.

For the current year, Dr. Sarah Miller has received a Magellan grants and five RISE grants have been awarded to the following faculty: Dr. Tom Bragg, Dr. Eran Kilpatrick, Dr. Fidele Ngwane, Dr. Sarah Miller and Mr. Jeff Irwin.

Bryce King, a sophomore pitcher for the Salkehatchie Indians baseball team, was recognized as the NJCAA Pitcher of the Year. USC Salkehatchie basketball player Denzel Collins was named an NJCAA men's basketball All American for 2013-14.

Brandon Harley, a freshman at USC Salkehatchie in Walterboro, made the front cover of the National Geographic this month. Featured with a 16 ounce hedgehog in the palm of his hand, Brandon was highlighted in the article "Wild Pets: The Debate Over Owning Exotic Animals".

USC Salkehatchie will host the SouthernCarolina Economic Development Alliance Annual Celebration on May 29 on the Allendale campus featuring keynote speaker Governor Nikki Haley. On June 19, Salkehatchie will host the Walterboro Colleton County Chamber of Commerce Annual meeting on the Walterboro campus.

Respectfully submitted,

Ann C. Carmichael
Regional Campus Dean

Regional Campuses Faculty Senate Report
April 25, 2014
Michael E. Sonntag, Ph.D.

Students
- Athletics:
  o Men's Baseball: We are 31-11 overall and 9-9 in Region X. We lost 10 region games to weather this spring. We enter the Region X tournament as the 5th seed. We have four regular season games remaining. Our last home date is Saturday at 1pm with Salkehatchie.
  o Women's Softbpall: We are 9-13 overall and 6-8 in conference play. We finished 3rd in our region for the regular season. We are due to play Spartanburg Methodist College in the first round of the conference tournament this weekend. We play Friday, April 25 at 1pm in Louisburg, NC. We have 2 Academic All-Americans, Erica Stone and Katherine Sams. To be an academic All-American, a student-athlete must have completed at least 3 full time semesters at their college and have above a 3.5 cumulative GPA.
  o USC Sumter will host the area's first and only Color 5K on May 3, 2014 to support Fire Ants Softball. To date, over 400 people have registered for the event, with more than 500 participants expected.
- Enrollments: Spring 2014 FTE down about 9.5% from spring 2013; Summer 2014 HDCT at 88 vs. Summer 2014 at 77; Fall 2014 preregistration HDCT is 119 compared to 104 same time last year. Fall 2014 applications are 392 compared to 389 same time last year.
- Two teams of our students are in the Top 100 groups participating in the online Business Strategy Game. There are currently 4969 teams competing from 291 colleges and universities participating in this online business simulation. One group had the 5th best "earnings per share" score and the 7th best "stock price performance" score. The other group had 38th best "earnings per share" and 34th best "stock price performance" score.
- Three of our students, Michael Howard, Alyson Shelton, and April Andrews, were sponsored by Psychology Professor Sal Macias and presented their work at the South Carolina Psychological Association in April. The title of their paper was "The Privilege Walk: A Comparison of Ethnicity, Gender, and Financial Correlations". They won 1st place in the undergraduate student research competition. This is the second consecutive year that a USC Sumter team of student researchers has won this award. One of this year's winners, April Andrews, was also on last year's winning team, along with Emily Whetsel.

- Student Rachael Horne had an essay recently published in the latest (9th) edition of the Prentice Hall Reference Guide, which is one of the top-selling grammar handbooks for writing instruction. Her essay on "cyberbullying," which she wrote for English 102, was selected from a number of submissions to serve as the "Sample Argument Paper" in the textbook. Her paper will now serve as a model for writing an argument paper, which will be seen by students around the world who use this textbook.

Faculty
- Faculty searches in Psychology, Physics, and Political Science ongoing
- Professor Hennie van Bulck presented a research paper entitled "Return on Market Cap: Should the DuPont Model Be Expanded?" at the Spring, 2014, International Conference of the Academy of Business Research in New Orleans, March. Professor van Bulck is also now serving as editor of the *Journal of Marketing Perspectives*.
- Dr. Sal Macias presented a paper, "The History of Psychology in the Southeast" at the Southeastern Psychological Association convention in Nashville, TN in March and is slated to give an invited address in May to the Teaching Institute at the annual meeting of the American Psychological Society in San Francisco. The title of his presentation will be "Teaching evolutionary psychology: First, teach them what evolution is not!"
- English Professor Ray McManus has an essay called "Ruts" due to be published in the anthology *State of the Heart II* forthcoming from USC Press.
- We recently concluded an exceptionally successful monthly series of USC Sumter Faculty Seminars, originally conceived of and shepherded by biology professor Dr. Kajal Ghoshroy. Biology professor Mark Roberts gave a talk on turtles that breed in SC waters, Dr. Andy Kunka spoke on the evolution of ethnic imagines in American popular culture as seen in comic books, and most recently Dr. Ray McManus gave a reading from his book of poetry, *Punch*, soon to be published by Hub City Press.

Staff
- Recently held an exceptionally successful "Campus Day" event for potential new students to get a taste of college life. This event, sponsored and coordinated by Student Affairs, brought 88 high school students to campus for a day of fun and educational events. Attendance was more than double what it has been in recent years.

Campus/Physical Plant
- Last week we had a campus clean-up day. Faculty, Staff, Students and their families came out to help us pick up trash, weed flower beds, and spread pine straw
- Major landscaping changes are planned for the front of our Nettle Auditorium building, hopefully before graduation

Dean's Report

Regional Faculty Senate

April 25, 2014

Our Spring 2014 enrollment was 561, substantially increased from Spring 2013, although not a record.

We honored 38 students as Junior Scholars in March for their outstanding academic performance in area high schools in Union, Laurens, Spartanburg, York, Cherokee, and Newberry.

On April 10, we had Awards Night. Fifteen students received Discipline Awards. Forty students were named to Who's Who. Thirty four students received scholarships. Emily "Colie" Touzel won the All-Around Bantam Award. Mary Lynn Booth received the All-Around Palmetto Award. George Spencer is the Palmetto Distinguished Scholar.

Makayla Thompson is our new Miss USC Union, a pageant that benefits the Alzheimer's Association.

USC Union student Tammy Warr has been accepted in the Magellan Scholar program and will work with Assistant Professor of Psychology Dr. Randy Lowell. She is USC Union's third Magellan Scholar. Lowell stated that the title of the study is "Impact of Implicit Bias on Perception of, and Memory for, Workplace Interactions." "The student is in the B.O.L. program here with us. We're going to apply a lot of the memory/perception/reading types of things that I typically do within cognitive psychology to some slightly new areas for me in industrial/organizational/social psychology. We plan on putting together our stimuli over the summer and then conducting the experiments in the fall semester."

Our Bantams baseball team won the NCBA District III, West Division Championship.

Teacher of the Year for 2013-14 is Dr. Avery Fouts. Finalists included Ms. Tara Fetemie, Senior Instructor of Biology and Mr. Bill Moore, Director of Continuing Education.

Colie Touzel presented at the Carolina Emerging Scholars on April 12. Professor Denise Shaw was the keynote speaker. Her topic was the literature of post-Katrina New Orleans.

USC Union believes strongly in partnerships. We are working on a number of them. If approved by the Board of Trustees today, the Pacer Pathway will enable students to take freshman classes with us on the USC Aiken campus. The Piedmont Physic Garden of the Switzer

family is one. An Early College program with Union High School to offer a full Associate's degree to select students is another one we are exploring.

Our commencement exercises are Saturday, May 3 at 6:00 p.m. Union native Bill Comer will be our speaker. He is Executive Vice President, Chief Financial Officer, and Treasurer of American Specialty Health.

2014 Faculty Welfare Survey
Final Report
University of South Carolina
Regional Campuses Faculty Senate
Welfare Committee

Contents

EXECUTIVE SUMMARY

About the Survey

The 2014 Faculty Welfare Survey is a new survey—designed with a specific focus on the personal and professional welfare of faculty members from the University of South Carolina Regional Campuses and Extended University. The survey included 48 individual survey items in three key areas: 1) academic community and collegiality, 2) faculty workload and support, and 3) compensation and retention. Our full-time faculty headcount is 133, and our total number of responses to this survey was 105 (resulting in a response rate of 79 percent). Demographic responses indicate a nice level of diversity in terms of age, gender, ethnicity, race, and sexual orientation (although attention should be given to improving faculty numbers for women, Hispanics, and all racial minorities). In reviewing gender data shared by Palmetto College it is apparent that women are underrepresented among all ranks—most notably Professor (only 3 of 19 are women).

Central Findings

For the most part, respondents indicate a healthy level of collegiality among our campuses. We would like to see improved interaction between faculty on our campuses and those in Columbia. The sentiment among faculty is that, although diversity is valued on race and gender, diversity in sexual orientation is much less valued on our campuses. Perhaps the most pertinent findings are those related to discrimination and workplace bullying. Among faculty respondents, 18.1 percent report having experienced discrimination on the basis of gender, race, and/or sexual orientation. The bulk of discrimination being reported is gender discrimination—which adversely affects women

(14 women reported gender discrimination compared to 1 man). Workplace bullying was reported by 16.5 percent of faculty respondents. Rates of bullying were particularly high among racial minorities (41.7 percent) and members of the Sumter faculty (35 percent). Combining four survey items on discrimination and bullying we find that 27.6 percent of faculty respondents report experiencing some form of discrimination and/or bullying.

Most of the faculty seems to be working a typical number of courses and labs, but there is cause for concern about equitable compensation for lab instruction—particularly in the sciences. A fairly broad group of faculty are offering "distance learning" courses and these trends are expected to continue. Faculty members indicate that they are receiving strong levels of institutional support for their teaching and service, but support for scholarship lags considerably behind the other two areas. The faculty is generally content with the amount of time spent teaching, but many would prefer to spend more time on scholarship and less on service. Respondents feel quite optimistic about their "authority to make decisions," "opportunity for advancement," "work/life balance," and "benefits." But responses indicate need for improvement in "salary" and "time for keeping current." More than 50 percent of respondents are dissatisfied with their salary. Many people report being comfortable in their current job, but 25 percent of faculty indicate interest in seeking another job. Rates of "job seeking" are particularly high among faculty who reported discrimination and/or bullying and faculty who are dissatisfied with their salary. Finally, the faculty is quite varied in their sense that Palmetto College provides added job security. Many responses in this area are neutral.

I. INTRODUCTION

About the Survey

The 2014 Faculty Welfare Survey is a new survey—designed with a specific focus on the personal and professional welfare of faculty members from the University of South Carolina Regional Campuses and Extended University. The individual items included in this survey are almost entirely original—that is, they have not been previously asked of our faculties. The results of this survey should serve as a catalyst for voicing the collective concerns of our faculty, advocating for matters of faculty welfare, and enabling individual faculty members to have an idea how their experiences compare to those of other faculty members. The question of "what do we do with these survey results?" is an important one. But this question relates not just to the members of the Welfare Committee of the Regional Campuses Faculty Senate—it relates to all of us. We must all take ownership over these findings and be involved in the dissemination of results and the overall advocacy of faculty well-being.

Survey Design & Administration

The survey items included in the 2014 survey maintain an emphasis on the well-being of individual faculty members, not the welfare of the institution. Survey items were designed around highlighting faculty needs, addressing issues of recruitment and retention, and ensuring that we all have what we need to be happy, productive faculty members. This focus is consistent with the form and function of the Welfare Committee of the Regional Campuses Faculty Senate. We represent the welfare of you—the faculty. Due to the nature of many questions in this survey, we invited only full-time faculty members of the Regional

Campuses and Extended University to participate. Please see Table 1 for the sequence of important communications and events regarding the survey.

Table 1 - Important Communications & Events

Communication/Event	Date
"Beta-tested" Survey	3/21
Survey Announced	3/27
Survey Opened	3/27
1st Reminder Email	4/1
2nd Reminder Email	4/8
Survey Closed	4/9
Report Distrubuted	4/25

The Faculty Welfare Survey is an anonymous survey instrument which is aimed at uncovering the "highs" and "lows" of faculty well-being. Some concerns have been raised as to how anonymous the survey can truly be, given that we ask individuals to provide responses to a series of demographic questions. These demographic items are used, in our analyses and in this report, purely for the contextualization of faculty experiences on our campuses. As you will see in the following report, no small, identifiable groups will be discussed. But you will quickly see the vital importance that demographics serve in providing meaningful, action-item-oriented findings on various measures. Careful attention was afforded to the protection of faculty data during survey design, analysis, and the reporting of findings.

The survey itself included a total of 48 individual survey items—some of which were presented in groups to improve the layout and flow of the survey instrument. Survey items focus on three key areas: 1) academic community and collegiality, 2) faculty workload and support, and 3) compensation and retention. Two additional segments of the survey related to

faculty demographics and an optional area for open qualitative feedback. Questions hit on key issues of faculty welfare such as experiences with discrimination, work/life balance, support for scholarship, and even workplace bullying. We are also soliciting additions, deletions, and edits to the survey in preparation for future survey administrations. In fact, we already have a number of improvements mapped out for future survey administrations.

Some of the survey items are categorical in design, while others are continuous items based around a five-point scale. These continuous items related to the "degree to which you agree" with certain statements or the "degree to which you are satisfied" with select elements of your job. Likert-style survey questions included response options that ranged from *Strongly Disagree* to *Strongly Agree* (or *Very Dissatisfied* to *Very Satisfied*), and they will be discussed in great detail throughout the remainder of this report. Equally important are the survey items that included a simple dichotomy of yes/no responses. These items will garner a great deal of attention as well. A handful of the survey items also included optional feedback boxes where faculty members could contextualize their responses with qualitative insight. Such feedback will be used, when appropriate, to emphasize select trends in the data.

The 2014 Faculty Welfare Survey was administered as an online survey via Qualtrics. Qualtrics is a leading survey technology provider used by "every major university in the U.S." (https://www.qualtrics.com/about/), and they are for outstanding data protection, and great commonsense analytics. All full-time faculty members were emailed a survey link inviting them to participate.

Survey Response

One of the key concerns during the administration of the Faculty Welfare Survey—or any survey for that matter—is the response rate. We are proud to report an exceptional response rate on nearly all accounts. Table 2 provides a quick visual breakdown of the number of full-time faculty members that are presently employed at each of the Regional Campuses and Extended University, along with the number of faculty responding to this survey from each unit (and the calculated rate of response).

Table 2 - Survey Response by Campus Unit

	Number Responding	Faculty Count	Response Rate
LANCASTER	48	53	0.91
SALKEHATCHIE	15	22	0.68
SUMTER	21	35	0.60
UNION	11	12	0.92
EXTENDED UNIV.	9	11	0.82
NOT IDENTIFIED	1		
TOTALS	105	133	0.79

All data on our current headcount in this report were provided by Pam Hayes, Associate Chancellor of Business Affairs and Human Resources for USC Palmetto College. Our total full-time headcount currently sits at 133 faculty members, and our total number of responses to this survey was 105. That amounts to an impressive total response rate of 79 percent. A quick review of welfare surveys completed at other public and private universities affirms that our response rate is phenomenal in comparison.

Upon reviewing Table 2, one might quickly note that almost 50 percent of survey respondents are employed at the Lancaster campus (48/105). But this statistic is in line with faculty numbers overall, as Lancaster presently serves as the home campus for 53 out of the 133

faculty members among the five units in this study. Campuses varied substantially in their response rates for the survey, and this variation should be noted prior to discussing the findings of the survey. Response rates ranged from 92 percent (at Union) to 60 percent (at Sumter).

Another dimension that is important to consider when reviewing survey response rates is the rank of survey respondents. Table 3 provides the number of current faculty at each rank, along with the number of faculty at each rank who responded to the survey (and subsequent response rates). The typical pattern at many institutions of higher education is that tenured faculty members respond at much higher rates than untenured tenure-track faculty or faculty in term positions. Interestingly, among our campuses, Assistant Professors had the highest response rates at just over 91 percent. Response rates were lowest among the rank of Instructor, and this pattern is consistent with many other institutions.

Table 3 - Faculty Response by Rank

	Number Responding	Faculty Count	Response Rate
INSTRUCTOR	32	50	0.64
ASSISTANT PROF	31	34	0.91
ASSOCIATE PROF	21	30	0.70
PROFESSOR	16	19	0.84
ADMINISTRATOR	2		
NOT IDENTIFIED	3		
CAMPUS TOTALS	105	133	0.79

Untenured, tenure-track faculty members either feel secure in providing feedback and/or they simply recognize the relative importance of participating in and learning from the outcomes of this survey instrument. Either way, this could be interpreted as a positive trend regarding the future health of our faculty body.

Participant Characteristics

As we detailed throughout the administration of this survey, we continue to handle all demographic information very delicately. For the most part, demographics were only used when they offered essential insight into the outcome of a particular survey item. However, it is helpful for anyone reading this report to have a basic understanding of the demographics of survey respondents. Two demographic items asked of respondents have already been discussed (campus affiliation and academic rank). The remaining demographics included in the survey are age, ethnicity, race, time on current campus, sexual orientation, and gender. Survey respondents reported ages ranging from 27 to 81, with a mean age of 47.4 years old (data missing for 20 respondents). For ethnicity and race, we offered the same options and format as the U.S. Census. As far as ethnicity, six respondents are Hispanic and 86 are non-Hispanic (data missing for 13 respondents). The modal race category is White (84 respondents), followed by Black or African American (6 respondents), Native American (3 respondents), Asian American (2 respondents), and Mixed Race (2 respondents). The sexual orientation of survey respondents is as follows: heterosexual (82 respondents), gay/lesbian (3 respondents), pansexual or fluid (2 respondents), and bisexual (1 respondent).

In terms of gender, 52 respondents are men, 45 are women, one is transgender, and one is gender-fluid (data missing for six respondents). Gender is one level of demographic data that is tracked by Palmetto College as well. According to human resource data, which was compiled by Pam Hayes, our total current faculty includes 81 men and 52 women (note: University data only allows these two gender options). We felt

it was important to report the gender breakdown of our total faculty body simply to provide response rates by gender. The response rate for women is 87 percent (45 of 52), while the response rate for men lags considerably at 64 percent (52 of 81). Another reason we felt the need to discuss the gender of our total faculty body is because—as seen in future segments of this report—gender disparities exist among our faculty. Table 4 provides the gender breakdown of our total faculty body by campus and rank (data provided by Pam Hayes).

Table 4 - Gender Breakdown of Total Faculty Body (by Campus and Rank)

REGIONAL CAMPUS FACULTY - GENDER BY RANK 2013-14								
	INSTRUCTOR		ASST PROF		ASSOC PROF		PROFESSOR	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
LANCASTER	12	13	7	6	2	8	3	2
SALKEHATCHIE	2	4	0	8	3	3	0	2
SUMTER	6	5	1	2	4	6	0	11
UNION	2	2	4	2	1	1	0	0
EXTENDED UNIV	1	3	2	3	2	0	0	1
TOTALS	23	27	14	21	12	18	3	16

A few important trends must be emphasized regarding gender disparities among our faculty ranks. First, men are more numerous at all ranks. Most troubling is that women represent only 3 of 19 full professorships (due mostly to the ratio of 0:11 at Sumter). Although the disparity at Salkehatchie is presently small among tenured faculty, gender incongruence among Assistant Professors (0 women, 8 men) could lead to very lopsided gender outcomes among future tenured faculty at that campus.

About the Report

The remaining sections of the report will examine survey items in the three major areas of the survey: Chapter II will cover items related to Academic Community and Collegiality, Chapter III relates to items on Faculty Workload and Support, and Chapter IV covers Compensation and Retention. Analysis for each area will include a summary of individual survey items, and, where appropriate, a report of significant differences among subgroups (e.g., women and men). A final item enables faculty to provide qualitative feedback at the conclusion of the survey instrument. The survey also concludes with information on how to contact the Welfare Committee with questions or comments about the survey.

The majority of this report is based on simple univariate analyses of the data and crosstabs (Chi-square tests). Univariate analyses were conducted via a Qualtrics online toolkit, and bivariate analyses were conducted using SPSS. Sam Downs of USC Salkehatchie cleaned up the data (i.e., coding variables, accounting for missing data, etc.) in SPSS prior to all bivariate analyses.

II. ACADEMIC COMMUNITY AND COLLEGIALITY

Much of the remainder of the survey is intended to answer questions regarding where we currently stand on various measures. In Section II all questions are based around faculty members' feeling about the health of their academic community and their sense (or not) that they work in a collegial environment. As seen throughout this section, some of the items in Section II yielded surprising results.

In an effort to maximize the flow and commonsense formatting of the survey, the first 11 items in Section II were grouped together because of their similar design.

Table 5 - Frequencies, Means, and Standard Deviations for Survey Items Related to "Academic Community and Collegiality"—Rated on a Scale from Strongly Disagree (value of 1) to Strongly Agree (value of 5). Total N = 105.

Question	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Missing Data	Mean	Standard Deviation
Among the colleagues on my campus, there exists a strong level of collegiality	4 (3.8%)	10 (9.5%	16 (15.2%)	51 (48.6%)	19 (18.1%)	5 (4.8%)	3.71	1.02
I can comfortably voice my opinion on campus matters without fear of retribution	3 (2.9%)	18 (17.1%)	12 (11.4%)	44 (41.9%)	23 (21.9%)	5 (4.8)	3.66	1.11
My input is valued on matters of faculty welfare and faculty governance	6 (5.7%)	17 (16.2%)	23 (21.9%)	39 (37.1%)	16 (15.2%)	4 (3.8%)	3.42	1.13
I have had constructive interactions with the USC Columbia department that corresponds with my discipline	12 (11.4%)	18 (17.1%)	33 (31.4%)	24 (22.9%)	13 (12.4%)	5 (4.8%)	3.08	1.20
In my opinion, diversity is important to the mission of Higher Education	1 (1.0%)	5 (4.8%)	15 (14.3%)	34 (32.4%)	45 (42.9%)	5 (4.8%)	4.17	0.93
My campus unit values diversity in terms of race	1 (1.0%)	9 (8.6%)	20 (19.0%)	40 (38.1%)	30 (28.6%)	5 (4.8%)	3.89	0.97
My campus unit values diversity in terms of gender	0 (0.0%)	11 (10.5%)	19 (18.1%)	44 (41.9%)	26 (24.8%)	5 (4.8%)	3.85	0.94
My campus unit values diversity in terms of sexual orientation	6 (5.7%)	15 (14.3%)	39 (37.1%)	22 (21.0%)	18 (17.1%)	5 (4.8%)	3.31	1.12
My teaching accomplishments are recognized and valued	3 (2.9%)	15 (14.3%)	13 (12.4%)	41 (39.0%)	26 (24.8%)	7 (6.7%)	3.73	1.11
My scholarly achievements are recognized and valued	1 (1.0%)	11 (10.5%)	28 (26.7%)	39 (37.1%)	20 (19.0%)	6 (5.7%)	3.67	0.96
My service contributions are recognized and valued	1 (1.0%)	12 (11.4%)	20 (19.0%)	43 (41.0%)	23 (21.9%)	6 (5.7%)	3.76	0.98

Each of the 11 items asked respondents to "please indicate the degree to which you agree with the following statements." Table 5 includes some basic analytics of these 11 items. To aid in the discussion of the 11 survey items presented in Table 5, we decided to break them into three subgroups: 1) the first four items which all relate to collegiality, 2) the middle four items which all relate to diversity, and 3) the final three items which relate to being recognized and valued.

Collegiality

The questions regarding collegiality yielded a few noteworthy findings. The highest mean score among these four items (3.71) involves whether faculty feel that they work in a collegial environment. The lowest mean score (3.08) relates to the item on whether faculty on the Regional Campuses have had constructive dialog with peers in Columbia (faculty responses were quite varied, resulting in a larger than average standard deviation of 1.20 for this item). It is also worth noting that a gap exists between faculty members feeling that they can voice their opinions (mean = 3.66) and whether they feel that their voice (i.e., input) is actually valued (mean = 3.42). Campus units varied quite a bit on this last item. While not a single faculty member at Union or Extended University disagreed with the question on whether their "input is valued," 8 out of 20 respondents from Sumter either disagreed or strongly disagreed with this statement.

Valuing Diversity

The question set involving diversity yielded some of the highest mean scores across the entire survey. The first item in this section (about whether "diversity is important to the mission of Higher Education") had the highest

mean of any item in the survey at 4.17. Although respondents reported strong mean scores on questions about their campus valuing diversity in terms of race (3.89) and gender (3.85), the mean score on whether one's campus values diversity in sexual orientation is less optimistic (3.31). Only 38 percent of respondents indicated that they either *agree* or *strongly agree* that their campus values diversity on sexual orientation. This is particularly concerning since there is a healthy degree of sexual diversity among the faculty respondents of this survey. See Table 5 for a detailed breakdown of survey responses on the diversity questions as well as the other seven items in this segment of the survey.

The final three questions in the Academic Community and Collegiality segment of the survey provide us with an idea of whether faculty members feel that their accomplishments (teaching, scholarship, and service) are recognized and valued. As seen in Table 5, these three areas all had relatively high mean scores. At face value it appears that service is valued the most (mean = 3.76), followed by teaching (mean = 3.73) and scholarship (mean = 3.67). Crosstabs between these and various other variables provided a resounding pattern at the campus level. With one exception, all disapproving responses on these three items (*disagree* or *strongly disagree*) were reported by faculty from Lancaster and Sumter. This result falls in line with results in the following segment of the survey of Faculty Workload and Support, where Lancaster and Sumter faculty members report feeling less supported by their institutions than counterparts at Extended University, Salkehatchie, or Union. The three survey questions on "feeling valued" will prove more useful when engaging in future longitudinal

analyses, particularly as our organizational chart and resources continue to shift and change.

Discrimination and Workplace Bullying

In our summation, the most immediate and alarming findings of the 2014 Faculty Welfare Survey involve two areas of inquiry: 1) discrimination on the basis of gender and 2) workplace bullying. The first of these areas, discrimination on the basis of gender, is the subject of the next item on the survey. Of the 97 faculty members who responded to this item ("I have faced discrimination on the basis of my gender")—16 faculty members responded that they have experienced gender discrimination (16.5 percent).

Among these 16 faculty members, 15 provided their gender at the onset of the survey. One of these 15 is a man while the other 14 are women. For everyone who is/was curious why we collected demographic data, we did so in order to allow these sorts of disparities to emerge. And they clearly did. Put succinctly, 31 percent of women (14 of 45) who completed this survey reported having experienced gender discrimination on our campuses (compared to only two percent of men).

Survey items on racial discrimination and sexual orientation-based discrimination were not in the same realm as the results of the aforementioned gender discrimination question. Of the 98 faculty members who responded to the question about experiencing discrimination on the basis of race/ethnicity, six responded "yes." Of the 96 faculty members who responded to the question about experiencing discrimination on the basis of sexual orientation, only one responded "yes." We chose to focus the discrimination questions on gender, race, and sexual orientation because

these are commonly the three most heavily cited sources of discrimination.

Collectively, the seven admissions of discrimination (on race and sexual orientation) are a concern. But bivariate analyses show that these findings do not include any trends that disproportionately affect any particular subset(s) of our faculty. Next year's Welfare Survey will include additional discrimination items related to religion, nationality, and disability among others. Before moving on to a discussion of workplace bullying, we should state that discrimination is commonly underreported on workplace surveys—thus, it is likely to be occurring more than our results indicate. Still, between gender, race, and sexual orientation, data in this survey speaks of 22 cases of discrimination.

The final question in this segment of the survey asks respondents whether they have been a victim of workplace bullying. The University of South Carolina just instituted a policy on workplace bullying less than one month prior to the release of this survey (USC policy "ACAF 1.80" went into effect on February 28, 2014). Considering the relative newness of this policy, we provided the definition of workplace bullying used by the University directly in the survey questionnaire. Those of you who wish to view the entire policy may use the URL: http://www.sc.edu/policies/acaf180.pdf.
According to the University, workplace bullying refers to "repeated, unwelcome severe and pervasive behavior that intentionally threatens, intimidates, humiliates or isolates the targeted individual(s), or undermines their reputation or job performance." Further, "it may take, but is not limited to, one or more of the following forms: verbal abuse, malicious criticism or gossip, unwarranted monitoring, unwarranted

physical contact, exclusion or isolation in the workplace, work interference or sabotage, cyberbullying, or other offensive conduct/behaviors (including nonverbal) which are threatening, humiliating, harassing or intimidating."

One of the major points of discussion in the crafting of ACAF 1.80 rested on whether or not workplace bullying was even an issue at the University of South Carolina. Based on the findings of the 2014 Faculty Welfare Survey, it mostly certainly appears to be a problem. Among the 95 faculty members who responded to this question, 15 indicated that they have been (or presently are) a victim of workplace bullying. That amounts to 15.8 percent of our respondents having experienced workplace bullying.

There were no gender disparities in workplace bullying, but there are some concerns related to race and campus unit. The rate of reported workplace bullying is 12.3 percent (10 of 81) for white respondents, but it is a much higher 41.7 percent (5 of 12) for the collapsed category of "racial minority or mixed race" (one respondent who cited workplace bullying did not provide his/her race). Equally concerning is that 35 percent (7 of 20) of faculty respondents from Sumter indicated being victims of workplace bullying. Note: workplace bullying was reported among all non-administrative faculty ranks.

Future survey administrations should allow for a more nuanced investigation of workplace bullying. For example, the next welfare survey should include items about whether the bullying is a past and/or presently occurring phenomenon, and whether the perpetrator(s) of the bullying is/are still employed by the University. Hopefully the results of this survey question propel our faculty bodies into some

constructive dialog about the effects of workplace bullying—and perhaps result in a Regional Campuses task force aimed at minimizing the occurrence of workplace bullying. These results also indicate the importance of having representation from the Regional Campuses and Extended University on the University of South Carolina Faculty Committee on Professional Conduct (this committee has been charged with reviewing claims of workplace harassment).

Before moving forward into the next segment of the survey, we would like to provide one summative statistic. When we take into account all three types of discrimination included in the survey (gender, race, and sexual orientation) and combine it with data on the incidence of workplace bullying we find the following reality: 27.6 percent of faculty members responding to the 2014 Faculty Welfare Survey have experienced some form of discrimination and/or workplace bullying. The total percent just reported is the result of a separate variable that was created and analyzed in SPSS.

III. FACULTY WORKLOAD AND SUPPORT

The tone of Section III of the Welfare Survey is much improved over the tone of Section II. Questions center on three areas: faculty workload, support for professional success, and distribution of work-hours.

Faculty Workload

The first two questions in this section asked faculty to report the number of courses that they taught in the 2013-14 academic year (fall and spring only). Table 6 provides a visual

breakdown of the number of courses taught by faculty respondents, and Table 7 does the same but for the number of labs taught. We will clarify in future surveys that we are asking about the total number of *sections* taught.

Table 6 – The Number of Courses Taught During the 2013-14 Academic Year (Fall and Spring)

# of Courses		Response	Percent	
<4		7	7%	
4		8	8%	
5		12	12%	
6		8	8%	
7		31	32%	
8		20	21%	
9		3	3%	
10+		8	8%	
Total		97	100%	

The average faculty member at the Regional Campuses and Extended University taught seven or eight sections during the 2013-14 academic year (fall and spring only). There were, however, quite a few respondents who taught fewer than four classes. This outcome alerted us to the fact that data on the number of courses taught would have been more meaningful had we asked faculty whether they have any staff or administrative responsibilities that result in a course load reduction (We only queried whether someone's principal role was "administrator"). This item will be added to future administrations of the Faculty Welfare Survey. There are two outliers that are worth noting. Two assistant professors reported teaching eight courses. Untenured tenure-track faculty receive a one course reduction, resulting in a 4-3 load. The faculty welfare of these two individuals who taught eight courses is a concern—particularly if these faculty members are either not receiving a course reduction or if they were forced to teach more than their

situation allows (i.e., faculty members on a reduced load cannot teach "overload" courses).

Table 7 - The Number of Labs Taught During the 2013-14 Academic Year (Fall and Spring)

# of Labs		Response	Percent
0		71	76%
1		3	3%
2		2	2%
3		2	2%
4		6	6%
5		4	4%
6		3	3%
7		3	3%
8+		0	0%
Total		94	100%

Table 7 presents a visual breakdown of the number of labs taught per faculty member. One fact that is not evident in Table 7 is that 75 percent of the faculty members who reported teaching labs in the 2013-14 academic year were science faculty. The purpose of conveying this statistics rests in its connection to the following, subsequent survey question: "During the 2013-14 academic year, did any of your course offerings have required weekly in-class 'contact hours' that exceeded the number of credit hours awarded to the course (e.g., did you teach a lab that met for three hours/week, but is only awarded one credit-hour)?" Of the 95 respondents who answered this question, 21 of them responded "yes." This result validates concerns that were brought to the attention of the RCFS Welfare Committee this past fall.

Pay for "standard" (non-lab) courses is typically organized around the concept of student "contact hours." But many labs seem to meet with students for three hours per week, and only "count" as one credit hour for compensation purposes. Optional qualitative

comments connected to this survey item convey that it is typical for science faculty (and sometimes math and computer science faculty) to maintain contact hours that go beyond their rates of compensation. As a committee we would like to see some transparency and clarity regarding why this practice has been normalized and treated as equitable.

Two additional survey questions asked respondents how many courses they taught during the 2013-14 academic year via two-way video (Table 8) or Blackboard (Table 9). These two items were included in the survey primarily to offer everyone a quick snapshot of how many of each type of course is being offered by our faculty.

Table 8 - The Number of Courses Taught via Two-way Video during the 2013-14 Academic Year (Fall and Spring)

Two-way Video		Response	Percent
0		83	86%
1		7	7%
2		2	2%
3		3	3%
4		0	0%
5+		1	1%
Total		96	100%

Table 9 - The Number of Blackboard (Online) Courses Taught per Faculty Member During the 2013-14 Academic Year (Fall and Spring)

Blackboard Courses		Response	Percent
0		62	65%
1		17	18%
2		8	8%
3		4	4%
4		1	1%
5+		3	3%
Total		95	100%

Collecting data on these two types of course offerings will also enable us to keep an eye on the changing nature of teaching responsibilities the Regional Campuses and Extended University.

**Support for Professional Success**

One of the central-most elements of faculty welfare involves the level of support that individual faculty members receive from the University to support their professional success. We divided faculty support into the same three content areas that drive our Tenure and Promotion process: 1) teaching, 2) scholarship, and 3) service. A fourth and final question involved satisfaction with library resources used in conjunction with scholarly activities. These four items were presented together in a 5-point Likert-style format with survey responses ranging from *strongly disagree* to *strongly agree*. The full results of all four survey questions can be found on the following page in Table 10 and Figure 1.

The mean scores for the survey questions involving teaching, scholarship, and service indicate that faculty members are receiving the most institutional support for their teaching (mean score = 3.79). More specifically, respondents were asked the degree to which they agree that "the University provides me with adequate resources and support to engage in teaching excellence." Of particular note is that very few respondents *disagree* with this statement, and only one respondent *strongly disagreed*. This is truly an optimistic outcome, but this reality stands in stark contrast with the following question on scholarship support: "The University provides me with adequate resources and support to engage in scholarship excellence." Of the 93 faculty members who responded to this question, 24 either *disagree*

Table 10- Frequencies, Means, and Standard Deviations for Survey Items Related to "Support for Professional Success"—Rated on a Scale from *Strongly Disagree* (value of 1) to *Strongly Disagree* (value of 5). Total N = 105.

Question	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Missing Data	Mean	Standard Deviation
The University provides me with adequate resources and support to engage in teaching excellence	1 (1.0%)	14 (13.3%)	10 (9.5%)	48 (45.7%)	21 (20.0%)	11 (10.5%)	3.79	0.99
The University provides me with adequate resources and support to engage in scholarship excellence	8 (7.6%)	16 (15.2%)	18 (17.1%)	40 (38.1%)	12 (11.4%)	11 (10.5%)	3.34	1.16
The University provides me with adequate resources and support to engage in service excellence	2 (1.9%)	6 (5.7%)	29 (27.6%)	44 (41.9%)	13 (12.4%)	11 (10.5%)	3.64	0.88
The library resources to which I have access satisfy my scholarly needs	8 (7.6%)	19 (18.1%)	19 (18.1%)	34 (32.4%)	14 (13.3%)	11 (10.5%)	3.29	1.20

Figure 1 – Visual Distribution of Responses for the Set of "Support for Faculty Success" Survey Questions

14
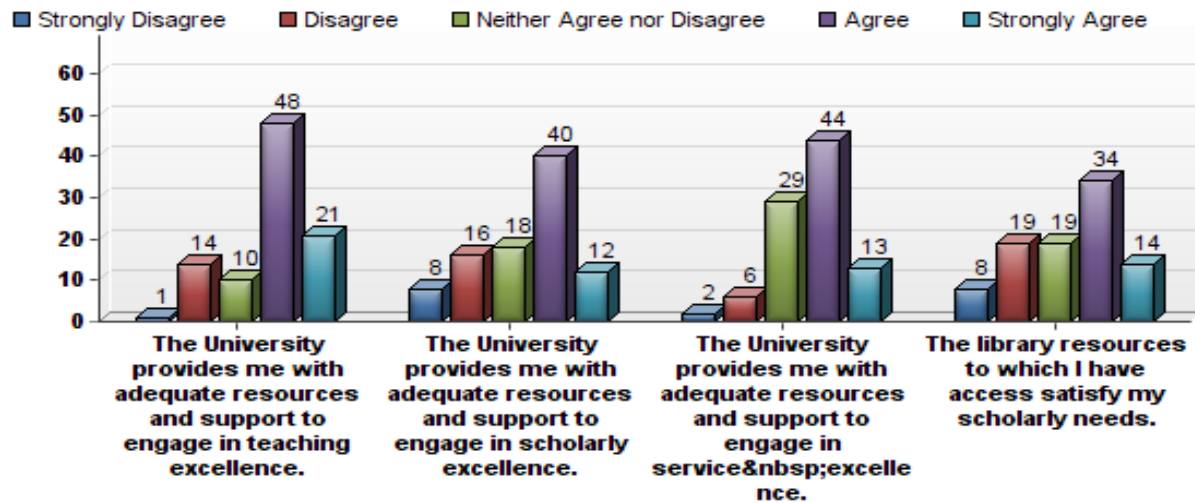
or *strongly disagree* with the sense that they are receiving adequate support for scholarship.

In conducting crosstabs between "support for scholarship" and various other variables, we found that there are significant campus-based differences in this particular item (see Table 11). The broadest variation can be seen when contrasting the responses of *disagree/strongly disagree* for this item by faculty at Sumter versus faculty at Extended University or even Salkehatchie.

Table 11- **Responses of *Disagree* or *Strongly Disagree* by Campus Unit for the Question about Support for Scholarship**

Campus Unit	Disagree/ Strongly Disagree	Percent
Lancaster	11 of 41	26.8%
Salkehatchie	2 of 14	14.3%
Sumter	8 of 20	40.0%
Union	2 of 10	20.0%
Extended University	1 of 8	12.5%
Total	24 of 93	25.8%

While 40 percent of Sumter faculty respondents (8 of 20) indicated that they *disagree* or *strongly disagree* that their scholarship is adequately supported, rates of disapproval were as low as 12.5 percent (1 of 8) at Extended University. The related rates of disapproval (responses of *disagree* or *strongly disagree*) the other three campus units can also be seen in Table 11. Further crosstabs confirm that there were no significant differences in rank associated with support for scholarship (i.e., no particular rank is reporting more/less concern over scholarly support). However, qualitative feedback from Sumter faculty express concern over the limited availability of reduced teaching loads. It is reported that, presently, only

Assistant Professors are able to apply for course reductions related to scholarly pursuits. This practice is a major concern as it devalues the scholarly contributions of Associate and Full Professors (Associate Professors may also be working toward building a file promotion for Professor). The overall mean score for the item on scholarly support is 3.34.

There was a mean score of 3.64 for the question on support for service: "The University provides me with adequate resources and support to engage in service excellence." The major difference between the results of this question and the results of the questions on teaching and scholarship is that more respondents answered *neither agree nor disagree*. There were fewer disapproving responses for the service question than the teaching or scholarship questions (see Table 10 for further details of faculty responses. The final question involving faculty support asks respondents to indicate the degree to which they agree that "The library resources to which I have access satisfy my scholarly needs." Of the four items on faculty support, this particular question yielded the lowest overall mean (3.29). Results for this question closely mirrored results on the survey question about overall institutional support for scholarship. Although there is a vast difference in library resources between the Regional Campuses, there were no significant differences in faculty response by campus.

Distribution of Work Time

The final two questions in the segment on Faculty Workload and Support asked respondents to discuss their distribution of weekly work hours spent on teaching, scholarship, and service. The first of these questions asks that faculty provide the

percentage of their weekly work time spent in each area (values for the three areas had to add up to 100 percent). The second of these questions asked that faculty provide their "ideal" distribution of work time in these same three areas. Figure 2 includes a side-by-side comparison of faculty "real" and "ideal" distributions of work time in teaching, scholarship, and service.

Figure 2 - Percentage of Work Time Faculty Spend on Teaching, Scholarship, and Service (Side-by-side Comparison of "Real" versus "Ideal")
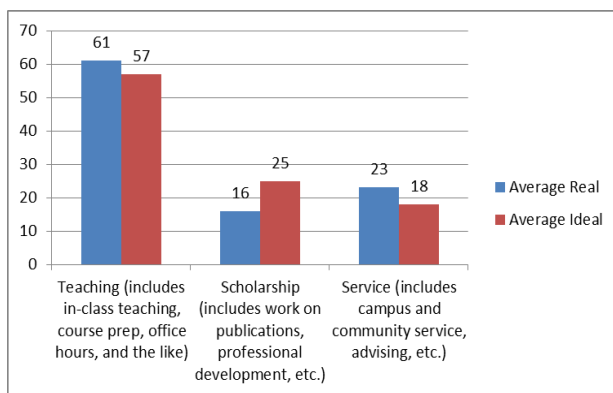
The major difference between "real" and "ideal" work time appears in the juxtaposition of time for scholarship and service—where respondents seem to indicate collectively that they would prefer to reverse the percentage of time spent in these two areas. Respondents also shifted four percent of their "teaching time" to scholarship in their depiction of the "ideal" work schedule. The variety of faculty responses regarding the distribution of work time was vast. Thus, the average distribution of work time in Figure 2 does not necessarily mirror the "average" work time for individual faculty members.
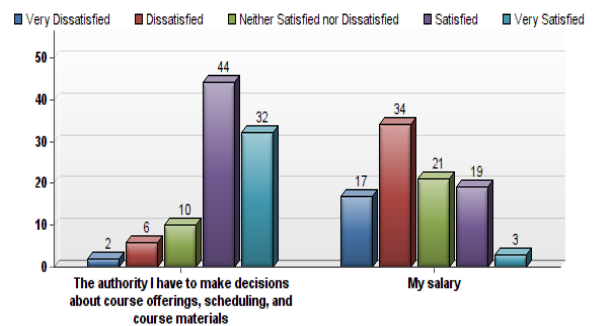
IV. COMPENSATION AND RETENTION

Salary and other (less tangible) incentives contribute greatly to faculty welfare. The results of the main questions included in this section are presented in Tables 12 and 13 below. The questions in this section of the survey are focused heavily on understanding the role of various other factors that contribute to faculty welfare and retention. The individual questions found in Table 12 focus on a mix of 1) job characteristics that historically align with faculty welfare and retention, and 2) aspects of the faculty experience which are frequently cited throughout the Regional Campuses and Extended University as being closely related to professional success and personal fulfillment.

Satisfaction with Job Characteristics

Upon scanning Table 12, two particular data points stand out— the highest mean score for the entire survey (4.04 for "satisfaction with authority to make decisions"), and the lowest mean score in the survey (2.54 for "satisfaction with salary"). Figure 3 offers a quick visual contrast between the value distributions for these two polarized outcomes.

Figure 3 - Visual Contrast between Results for "Satisfaction with Authority to Make Decisions" (highest mean) and "Satisfaction with Salary" (lowest mean)

Table 12 - Frequencies, Means, and Standard Deviations for Survey Items on "the degree to which you are satisfied" with a Series of Job Characteristics Related to Compensation and Retention--Rated on a Scale from *Very Dissatisfied* (value of 1) to *Very Satisfied* (value of 5). Total N = 105.

Question	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied	Missing Data	Mean	Standard Deviation
The authority I have to make decisions about course offerings, scheduling, and course materials	2 (1.9%)	6 (5.7%)	10 (9.5%)	44 (41.9%)	32 (30.5%)	11 (10.5%)	4.04	0.95
The quality of students whom I have taught here	6 (5.7%)	22 (21.0%)	21 (20.0%)	40 (38.1%)	5 (4.8%)	11 (10.5%)	3.17	1.05
The opportunity for advancement in rank at this institution	5 (4.8%)	11 (10.5%)	21 (20.0%)	43 (41.0%)	14 (13.3%)	11 (10.5%)	3.53	1.05
Time available for keeping current in my field	7 (6.7%)	30 (28.6%)	27 (25.7%)	27 (25.47%)	3 (2.9%)	11 (10.5%)	2.88	1.01
The work/life balance provided by my current position	7 (6.7%)	14 (13.3%)	22 (21.0%)	35 (33.3%)	15 (14.3%)	12 (11.4%)	3.40	1.15
My salary	17 (16.2%)	34 (32.4%)	21 (20.0%)	19 (18.1%)	3 (2.9%)	11 (10.5%)	2.54	1.10
My benefits package	1 (1.0%)	19 (18.1%)	24 (22.9%)	40 (38.1%)	10 (9.5%)	11 (10.5%)	3.41	0.97

Table 13 - Frequencies, Means, and Standard Deviations for Survey Items on "the degree to which you agree" with a Series of Job Characteristics Related to Compensation and Retention--Rated on a Scale from *Strongly Disagree* (value of 1) to *Strongly Agree* (value of 5). Total N = 105).

Question	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Missing Data	Mean	Standard Deviation
The newly minted Palmetto College will provide added job security over the previous form and function of the Regional Campuses and Extended University	13 (12.4%)	19 (18.1%)	36 (34.3%)	20 (19.0%)	6 (5.7%)	11 (10.5%)	2.86	1.10
My salary is comparable to faculty members in my discipline at our "peer" institutions (that is, Rank III, predominantly 2-year schools)	18 (17.1%)	29 (27.6%)	26 (24.8%)	18 (17.1%)	2 (1.9%)	12 (11.4%)	2.54	1.08
During the next three years, I will seek a different full-time job (at either another post-secondary institution or in a non-academic setting)	27 (25.7%)	12 (11.4%)	28 (26.7%)	15 (14.3%)	11 (10.5%)	12 (11.4%)	2.69	1.36

It really cannot be overstated that autonomy is both a motivating and rewarding part of the job for many people in the workplace. Thus, the high marks related to "the authority I have to make decisions about course offerings, scheduling, and course materials" is one of the most positive outcomes in this survey. Seventy-six of the 94 respondents who answered this question chose *satisfied* or *very satisfied*. Welfare surveys at many larger universities often report a great deal of discontent in this area—faculty members in some of the university survey reports reviewed by our committee included many comments about how their dissatisfaction in this area is a major barrier to happiness and productivity. So, the "high marks" on autonomy at the Regional Campuses and Extended University should definitely be emphasized. Before moving on to the next item, we should clarify that one previous survey item had a higher mean score (of 4.17), but that question was not centered on faculty welfare—it was simply a reflective question about whether the respondent felt that diversity was important to the mission of higher education.

Swinging from high points to low points, the results of the survey question on "satisfaction with salary" is a major concern. The score distribution for the salary question yields the only outcome in the 2014 survey in which more than 50 percent of survey respondents answered *very dissatisfied* or *dissatisfied*. A full 51 out of 94 respondents chose these options located at the low end of the scale. By reflecting on the 2012-13 Faculty Salary Study, which was authored by the RCFS Welfare Committee in April of 2013, this result is not a surprise. It simply confirms that faculty sentiment about salaries is perfectly in line with the reality that the faculties of the Regional Campuses and Extended University are, on average, underpaid. Consider the following finding from the 2012-13 Faculty Salary Study:

> Perhaps the clearest evidence of the relative inequity in salaries can be seen in comparing the USC Regional Campuses Average against the AAUP published average for "All U.S. 2-Year Institutions (Public)." The aggregate AAUP figure includes two-year state universities, community colleges, two-year technical schools, and any other institution of higher education which is considered a Rank III institution. . . At the rank of Professor, faculty members of the USC Regional Campuses and Extended University still make, on average, $6,700 less than the average Professor employed at a U.S. 2-Year public institution. Likewise, Associate Professors make $5,400 less, Assistant Professors make $7,300 less, and Instructors make $2,900 less. Put simply, our salary figures come in below average at all ranks.

If you would like a PDF of the 2012-13 Faculty Salary Study emailed to you please contact the Chair of the Welfare Committee at nguittar@mailbox.sc.edu. Further significance of the "satisfaction with salary" data will be emphasized below as we summarize the findings of a related question on potential "reasons for seeking a different job."

Aside from the two aforementioned items, which garnered the highest and lowest responses, there were a number of positive trends reported among other survey items found in Table 12. Faculty responses indicated that faculty feel quite optimistic about their "opportunity for advancement," "work/life balance," and "benefits." All three of these measures had modal responses of *satisfied* and mean scores ranging from 3.40 to 3.53. The

results of the question on "work/life balance" show an optimistic reality where the majority of faculty members feel satisfied with the balance provided by their current position. This question goes beyond faculty welfare to also hit on personal welfare. Future surveys should include additional demographics like marital status or parental status in order to ensure that healthy work/life balances are experienced by subsets of our faculties.

The final couple of factors in Table 12 are questions about satisfaction over "quality of students" and "time available for keeping current"). The lukewarm faculty response for the question about "quality of students" may not be easily remedied. But the results at least serve as a reading on how the faculty feels about the individuals on the other end of most campus interactions (i.e., students). As noted below, a fair number of faculty respondents cited the quality of students as a potential reason to seek employment elsewhere. The last item in Table 12, which had a less favorable mean score of 2.88, is "time available for keeping current." This item generated more responses on the negative side of the scale (a "centered" score on any of these questions is 3.0). Keeping current in one's field is related to many aspects of the job—most notably teaching and scholarship. Thus, we should work to advance opportunities for faculty to remain current in order to drive our success in the classroom and in scholarly pursuits. Future surveys may need to delve into this item further in order to tease out its impact on other measures.

Job Security and the Job Market

The final Likert-style questions in the survey relate to issues of job security and the job market. Each of these items asked that respondents indicate the "degree to which they agree" with the item. A full breakdown of these three items can be found in Table 13. At first glance, it might appear that all three survey questions in this area are on the negative side of the 5-point scale (with scores below 3.0). But this is not the case. The question on whether faculty "will seek a different full-time job" over the next three years is worded in such a way that a lower score actually indicates a desirable outcome. The mean score of 2.69 tells us that the majority of faculty will NOT be on the market during the next three years—but the results for this question yielded the largest standard deviation of any question. Simply put, faculty responses are very broad in this area. Almost 25 percent of faculty *agree* or *strongly agree* that they will seek another job within the next three years, while 37 percent indicate that they will not. 27 percent responded that they *neither agree, nor disagree*, and another 11 percent did not respond.

There existed some noteworthy trends within the "seeking another job" survey data. For example, significant crosstab results were found related to "number of years employed" and race. Faculty members who have 0-5 years on the job report seeking another job at a much higher rate than other groups, and racial minorities (including mixed race) report rates of job seeking that are substantially higher than white faculty.

In reflecting on the issues of job security and faculty retention, we hypothesized that faculty members who reported experiencing discrimination and/or workplace bullying would be more likely to agree that they would be "seeking another job." We utilized a newly created variable—which pulled together results of the three discrimination items and the

workplace bullying item from Section II—and conducted a simple t-test with the question on "seeking another job." Based on the t-test, faculty members who experience discrimination and/or bullying are much more likely to seek another job (p<.001). Figure 4 shows the stark difference between those who responded "yes" to discrimination or bullying and those who responded "no" to all of these items. The two lines represented by these groups have inverse slopes, thus indicating that we may be looking at the leading cause of future faculty attrition. Perhaps the most glaring finding is that 7 of 11 people who stated that they *strongly agree* with "seeking another job" also reported experiencing discrimination and/or workplace bullying. This pattern reiterates the need for increased dialog on and action against all forms of discrimination and workplace bullying.

Figure 4 – Response percentages for question on "Seeking Another Job" ("Yes" line = Respondents who reported experiencing discrimination and/or bullying; "No" line = Respondents who reported no discrimination or bullying).
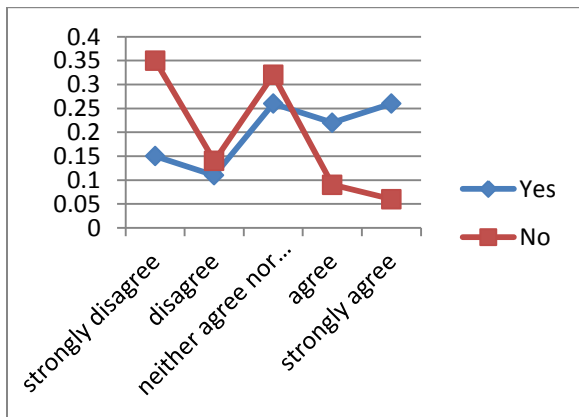
The remaining two items included in Table 13 both indicate room for improvement. One question asked respondents whether their salary is comparable to peers in their discipline. The results of this item very closely mirrored the results of the "my salary" question included in Table 12, so the discussion here will be limited. The intent of this question was to allow any discipline-specific trends in salary disparity to emerge. There are two resounding themes. First is that science faculty report greater disparities in pay compared to peers in other disciplinary areas. This is an issue that is frequently discussed at the Regional Campuses as we continue to struggle with attracting and retaining science faculty. The other prominent trend relates to rank, where 14 of 17 Associate Professor respondents *disagree* or *strongly disagree* that their salaries are comparable to peers (14 of 17). The rate of disagreement with this question trumps the rates of Assistant Professors, Professors, and finally Instructors (who were clearly the most satisfied with their salaries when compared to peers).

The final item in Table 13 queried respondents about whether "Palmetto College will provide added job security." We admittedly could have included more questions on faculty perspectives of Palmetto College, but we felt that those questions were more about *institutional* welfare. The question here provides a reading on the perception that Palmetto College improves faculty welfare via added job security. A lot of recent dialog coming from Palmetto College has centered on strengthening the Regional Campuses and Extended University. The mean score of 2.86 on this item indicates that faculty buy-in is not presently resonating with this dialog. The modal group responded *neither agree, nor disagree* (38 percent of responses), so opinions of job security in Palmetto College may still be in their infancy. It will be important to look at across-time trends with this item as Palmetto College crystalizes and gains traction. There were no significant differences between any groups in responding to this survey question.

The final two quantitative questions on the survey asked respondents to identify the reason(s) they would seek another full-time job. The first item asked: "If you were to seek a different full-time job in the next three years, which of the following factors would serve as motivator for seeking a different full-time job?" Table 14 includes a visual for the number and types of responses provided—respondents were instructed to "select all that apply," thus there are more responses than there are respondents. This question does not assume that respondents are actually interested in leaving—it simply asks "if you were to seek." To investigate the "reasons for leaving" among those who are sincerely interested in leaving we conducted a crosstab between the present survey item and "seeking another job." Of the 26 people who either *agree* or *strongly agree* that they will seek another job during the next three years, 20 of them (77 percent) cited an increase in salary as a top motivation. Also, roughly 50 percent of these 26 individuals cited improved job security, geographic location, opportunities for advancement, and different students as motivating factors.

Table 14 - Motivating Factors for Seeking a Different Full-time Job

Reason		Response	Percent
Increase in salary		68	76%
Improved job security		34	38%
Geographic location		38	43%
Opportunities for advancement		31	35%
Different students		36	40%
Other (explain)		25	28%

Table 15 confirms that salary is the top motivating factor for seeking a different job. It stands head-and-shoulders above all other available response options.

Table 15 - Rank Ordering for Motivating Factors (1 = most important, etc.)

Response	1	2	3	4-6	Total Responses
Increase in salary	39	22	3	4	68
Improved job security	10	10	12	2	34
Geographic location	13	8	11	6	38
Opportunities for advancement	9	11	7	4	31
Different students	4	16	7	9	36
Other (explain)	14	5	4	2	25
Total	89	72	44	27	-

If you were curious about the "other" items cited as factors motivating a potential departure from the Regional Campuses and Extended University, here are some themes shared by respondents: seek a different type of institution, better collegiality, improved administration, reduced teaching load, better academic support for students, improved faculty governance, more respect for achievements, and as one respondent put it "None of the above—I LOVE my job here!"

Although salary stands out here as the top motivation for seeking a different full-time job in these last two survey items, we should reiterate the relationship between "interest in leaving" and having experienced discrimination and/or workplace bullying. Collectively, these two factors serve as the most resounding issues of potential faculty attrition. Exit interview data

(if it has been collected and retained) could elucidate if these factors have been instrumental in the departure of other faculty over the years.

Qualitative Feedback

One final item at the end of the 2014 Faculty Welfare Survey gave respondents the opportunity to provide additional open-ended insight into welfare-related matters. Keeping in line with the goal of protecting respondents' identities, we will not be providing *exact* quotes in this report. Many of the comments included details that could identify the authors. Instead, we will offer summative comments about the responses (which delete any identifiable information) in this section in an effort to convey their concerns to the faculty body at-large (see Table 16). Note: if you provided a detailed comment that you would like us to share among our faculties, verbatim, please contact the Chair of the Welfare Committee, Nicholas Guittar at nguittar@mailbox.sc.edu.

Note about "Other" Analyses

Some of you may be interested in specific findings that were not discussed in the Final Report for the 2014 Faculty Welfare Survey. If you would like to see any analyses which go beyond the report, such as more campus specific information, or more gender dynamics, please contact the Chair of Welfare at the email address above. As was our position throughout the administration of this survey, we will not release raw data or statistics on small, identifiable groups as we work to maintain the anonymity of survey respondents. If you have additional comments about the survey itself, our analyses, or this final report, please contact the Chair as well. I would be happy to serve your needs and advocate on your behalf.

Table 16 - Modified Responses for the Final (Qualitative) Item on the Survey

Modified Qualitative Reponses
Columbia-based committee meetings should be viewable online so we do not have to commute over an hour for a one hour meeting.
In recent years my course load has been increased and staffing has been reduced increasing my service responsibilities past my breaking point. Something has got to give.
We are not granted the same access to library resources and journal databases as Columbia
USC Columbia does little to preserve and utilize the regional campuses. Gamecock Gateway funnels students to the Technical College system for the first two years of college when you have the regional campus system poised and ready to accept and educate these students
Faculty autonomy and authority are being seriously eroded by the Carolina Core, the Assessment process, and Palmetto College.
The university system is bowing to pressure to become customer-service oriented and seems unconcerned with the quality of the education students receive, as long as they complete their degree programs in a timely manner.
Some faculty members are teaching hybrid courses with integrate face-to-face and online components. This should be considered when writing the questions.
We need more opportunities to network with other RC faculty in our disciplines.
Who is Palmetto College faculty? How does shared governance function in Palmetto College?
It would be nice to have some type of exercise facility for faculty at USC Union
I hope that Palmetto College administrators actually read the results of this survey and give them strong consideration.
There appears to be very little respect for the regional campuses, their faculty, or their students coming from Columbia. One could consider the encroachment of the Palmetto College as a form of bullying, because it causes faculty and staff to fear for their job security (and those fears are clearly justified, as the

recent RIFs show).

Policies regarding employment and workload are determined seemingly arbitrarily. There should be a single document that outlines policies how we determine a "full" load of courses, how we pay for courses (summer, etc.), etc.--and they should be applied uniformly.

The current University system does not allow faculty to play to their strengths. Instead a one-size fits all T&P system exists. Allowing your strongest members to excel in areas of their strength without penalty for not being as good in other area, will allow a stronger system.

To lose 4/3 once tenured is yet another slap in the face. We have an academic institution that has been run by people who aren't academics. Hence a mess.

I wish there could be opportunities for instructors to advance, like in our Columbia campus, and that we have better insurance and job security.

On our campus (Sumter) it is important for faculty to be present and visible to students at most times. Living in another town, commuting to work, and being absent from campus several days a week is detrimental to the image of the campus and perhaps even to its survival.

This survey seemed a little deficient in terms of assessing job satisfaction. There didn't seem to be any way to rate different aspects of the job, coworkers, supervisors (shouldn't faculty have a voice in terms of describing their satisfaction with supervision?).

I have witnessed disgusting levels of racial bias in the hiring process. Over the course of X years on hiring committees, I've seen 3 non-white candidates recommended by the search committee but not offered positions, while 3 positions were offered to white candidates not recommended by the search committee.

Much is covered in your survey, but religion is not. I have been isolated verbally, set apart, at times due to my religious convictions, as they are frequently "pointed out" in conversation, usually jokingly, as if I am out of place among academics. More serious, though, is the fact that I was directly accused of being anti-gay, based on absolutely NO evidence other than my

reputation as a Christian.

As a teaching institution, I'm surprised we don't have more ongoing dialogue about pedagogical methods and approaches.

The increasing loss of campus independence and of individual faculty members' independence in the past couple of years has sharply decreased my level of job satisfaction. It only took a couple of years for me to see that there IS a pattern of carcinogenic arrogance on Columbia's part. But I don't mean to suggest that Columbia administrators are entirely to blame for the negative climate on campus lately. What has probably hurt USCL more than anything that has come from our colleagues on the "main campus" is our *own* faculty's willingness to further Columbia's aims even when they hurt us.

In regard to gender, I often get asked to do the "secretarial" type work on a committee because, I assume, I am a woman.

In hiring committee deliberations there often is emphasis on hiring someone who is "a good fit" which may lead to discrimination in terms of race, gender, or sexuality. There have been a number of times in hiring when a white candidate was given preference over an equally- or better-qualified candidate.

There should be questions about respect for religious diversity. There seems to be a small group of Christian religions that are deemed acceptable. I have heard offensive comments directed at some Christians, such as Catholics, Unitarians and Baptists. Although some of these comments were in the guise of a "joke" told by a superior, it's not acceptable to make racist or "gay" jokes, and so I don't see why it would be acceptable to mock religion. There also seems to be no respect for atheism, Buddhism, Hinduism, Islam, etc.

I'm surprised that this survey doesn't include questions about family and marital status. I feel that there are many issues there.

Although many women of child-bearing age are hired, there is no available child care associated with our campus. The administration has explicitly stated that faculty members are expected to find childcare in order to attend

campus events, including ones that are held on the weekend, such as commencement.

Some untenured tenure-track women have felt that they can't take the "modified duties semester" (ACAF 1.60) without retribution and have planned their pregnancies so that the birth occurs in the summer.

Campuses are in violation of the lactation support policy (HR 1.60) which states that there should be a lactation room on campus.

Work meetings should not include comments or questions on people's religion.

Salary compression is a problem for all faculty members, but a particularly serious one for those who have been in rank for some time. We promote a martyr mentality, and we will lose talented individuals if we don't begin to address the problem.

There were comments from multiple respondents about the following areas:

1) Questioning as to why there is not systematic promotional ranks for Instructors (Sr. Instructor, etc.). One campus DOES offer this, but in title only (i.e., no pay increase).

2) Concern over faculty members being burned out by increasing demands and expectations with little commensurate increase in compensation.

3) Frustration over Sumter not affording Associate Professors or Professors the opportunity to apply for a reduced teaching load, even if they are active scholars. Associate Professors may even be going up for "full"—yet they are barred from accessing a reduced load.

PROPOSED

UNIVERSITY OF
SOUTH CAROLINA
LANCASTER

ASSOCIATE IN SCIENCE (BUSINESS) DEGREE WORKSHEET
(for students entering USC in FALL 2014 and thereafter)

NAME:			
Student Number:		**MATH Placement:**	
Anticipated Major:		**FORL Placement:**	

I. Communication/Written Component (CMW) – 6 hours		
ENGL 101 (grade of C or better)	03	
ENGL 102 (grade of C or better)	03	

II. Analytical/Problem Solving Skills (ARP) – 3 hours		
One course chosen from: MATH 122 or 141 or 170; or CSCE 101 or 102; or PHIL 110; or STAT 110 or 112 or 201		

III. Scientific Literacy (SCI) – 4 hours		
One SCI-approved course. Must include lab.		

IV. Global Citizenship/Multicultural Understanding: Foreign Language (GFL) – 0-6 hours		
Foreign language courses (SPAN recommended) through the 110 level or a score of "2" or better on placement test.		

V. Effective, Engaged and Persuasive Communication: Spoken Component (CMS) – 3 hours		
Requirement must be met by taking SPCH 140		
SPCH 140	03	

VI. Global Citizenship/Multicultural Understanding: Social Science (GSS) – 3 hours		
Requirement must be met by taking one Carolina Core-approved course in PSYC or SOCY		
	03	

VII. Aesthetic & Interpretive Understanding (AIU) – 3 hours OR Global Citizenship/Multicultural Understanding: Historical Thinking (GHS) – 3 hours OR Global Citizenship/Multicultural Understanding: Social Science (GSS) – 3 hours OR Values, Ethics, & Social Responsibility (VSR) – 3 hours		
Requirement met by choosing ONE of the following : • One approved GHS course • One approved AIU course • POLI 201 (GSS & VSR), POLI 341, or POLI 370	03	

UNIVERSITY OF SOUTH CAROLINA LANCASTER

VIII. PROFESSIONAL AREA COURSES (15 Hours) – Grade of "C" or better required		
ACCT 225	03	
ITEC 240 or ACCT 324	03	
MGMT 371	03	
FINA 369 or FINA 341 or FINA 363 or PHIL 320 or PHIL 324	03	
ECON 221 or 224 or FINA 301 or 364	03	

Credit cannot be received for both ECON 224 and either ECON 221 or ECON 222.

IX. BUSINESS MAJOR COURSES (15 Hours) – Grade of "C" or better required		
ITEC 143 or ACCT 226	03	
ITEC 270 or ECON 222 or ECON 224	03	
ITEC 242 or ENGL 463	03	
MGSC 290 or ITEC 264	03	
MKTG 350 or MGMT 374 or MGMT 376	03	

Credit cannot be received for both ECON 224 and either ECON 221 or ECON 222.

Electives		
Sufficient credit to have earned 60 hours total. No more than three (3) hours of PEDU credit may count		

Other requirements:

1. 2.00 GPA (minimum) required on all work attempted at USC
2. Final 15 semester hours must be earned at USC Lancaster

M. Ron Cox, Jr., Ph.D.
Associate Dean for Academic & Student Affairs

Explanation & Summary of Proposed Changes

1) Primary goal is to increase attractiveness of degree by offering options to allow students to pursue a wider variety of baccalaureate degrees while allowing a maximum number of hours to be "carried over."

2) An increased variety of options for students within "Professional Area Courses" and "Business Major Courses" to fulfill degree requirements. Students will be advised to take certain courses depending on their ultimate plans for a baccalaureate degree – Business, TSTM, or Organizational Leadership.

3) A grade of "C" or better is now required for all courses within "Professional Area Courses" and "Business Major Courses."

4) General Education courses are now grouped under the areas identified by the Carolina Core. (This includes the "breaking up" of "Mathematics & Science" in the old curriculum to "ARP" and "SCI" in the new one, without any changes to the number of hours required.)

5) Section VII deserves a little bit of explanation. Currently, students completing this degree must complete 03 credit hours in HIST 111 or 112; OR POLI 201, 341, or 370; OR a Fine Arts Course.

   The proposed change groups these into the various Carolina Core areas which might be satisfied, and broadens the options. Instead of only HIST 111 and 112, any approved GHS course would work. (HIST 108, for example, would meet GHS as well as VSR, since it is an overlay course.) Likewise, any approved AIU course could be used to meet the associate's degree requirement.

   The POLI option is a little more complicated. Currently, only POLI 201 is listed as an approved GSS course (and it's also an overlay, meeting VSR requirements). POLI 341 and 370 are not currently approved for GSS. However, the committee felt like these courses (341 – US Foreign Policy, and 370 – Intro to Public Administration) were still good options within this degree and meet requirements for certain baccalaureate programs. Thus, the decision to leave them as options. Advisors understand, however – and students will, as well – that if they take these courses for this degree, they are not satisfying additional Carolina Core requirements for their baccalaureate degrees. (It was felt that adding these courses as another section/option would simply confuse the matter further.)

From:	ELLIOTT, JULIA [JELLIOTT@mailbox.sc.edu]
Sent:	Thursday, April 24, 2014 11:25 AM
To:	VAN BULCK, HENDRIKUS
Subject:	The Faculty Committee on Libraries

Dear Dr. Bulck,

I currently represent the regional campuses on the Faculty Committee on Libraries, which had its second meeting this past Monday. I've pasted a report of the proceedings below, which my colleague Patrick Saucier will read to the Faculty Senate tomorrow.

Best,
Julia

The Faculty Committee on Libraries met on April 21, 2014 at the Earnest F. Hollings Special Collections Library on the Columbia Campus. Thomas F. McNally, the Dean of USC Libraries, updated us on various exciting projects. The Hollings Library has acquired the archives of two famous writers who must remain top-secret until the collections are unveiled. Rare Books and Special Collections has also added an assortment of 19th century trade-route maps. Moreover, the University Archives, previously stored in a dusty warehouse, have been moved to the old State Archives building on Senate Street. After sharing his exciting news, Dean McNally updated us on his plans to renovate the Caroliniana Library into a state-of-the-art storage, research, and exhibition space, an eight-million-dollar project. After our meeting, the Library Committee took a tour of the Rare Books and Special Collections facilities. While standing in a freezing vault (60-degrees Fahrenheit / 40% humidity), we got to hold ancient parchment manuscripts in our bare hands, read an original letter penned by Charles Darwin, and examine the engraved flask that Zelda Fitzgerald gave to F. Scott Fitzgerald just before their engagement.

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Courses & Curriculum Report to the
Regional Campuses Faculty Senate (April, 2014)
Robert B. Castleberry

The Courses & Curriculum Committee has met once since my last report to you but will meet again early next month. I remind you that interested individuals should check the USC Faculty Senate webpage for reports on the Senate's actions on the Committee's recommendations.

Concerning the last meeting (and please note that some of these changes will become official in the Fall of 2014 while other changes will not apply until the following year):

1. The curricula of ECON (Business Economics Major) was changed.
2. A B.S. degree in Pharmaceutical Sciences is being developed.
3. The title and description of several courses in GEOG (including GEOG 121) were changed.
4. Some courses were recommended for Carolina Core status (e.g., ANTH 101 for GSS and WGST 112 for GSS and VSR)

I have not, as yet, received the agenda for the committee's May meeting.

I remind you that after each meeting of the Courses & Curriculum Committee, I report to contact people on each of our campuses. Please let me know if you wish to be one of those contact people.

Thanks,
Robert

rcastle@uscsumter.edu

Proposed Revisions to the *Regional Campuses and Extended University Faculty Manual*
Regional Campuses Faculty Senate
University of South Carolina
Administrative Title Changes

Proposal from the RCFS Rights and Responsibilities Committee
14 February 2014, presented at RCFS 7 March 2014
motion updated 18 April 2014

Rationale for Proposed Revisions

- By action taken at the 17 December 2013 USC Board of Trustees meeting, the unit name "System Affairs and Extended University" is now "Palmetto College."
- The unit head title is now "Palmetto College Chancellor."
- As a matter of clarification only, no change will occur to the name of the Regional Campuses Faculty Senate standing committee System Affairs.

Summary of Proposed Revisions

- Replace occurrences of the title "Vice Provost for System Affairs and Executive Dean for Extended University" with "Palmetto College Chancellor." These situations are largely academic in nature. Please note that for accreditation purposes, since the Executive Vice Chancellor and Vice Provost reports directly to the Provost, tenure and promotion voting would be one significant place where the Executive Vice Chancellor and Vice Provost is inserted into the Manual in addition to the Chancellor.
- Include the title "Executive Vice Chancellor and Vice Provost" with the Chancellor's in any appropriate situations when both officers have a direct role.
- Replace occurrences of the abbreviated title "Vice Provost" with "Chancellor."

Regional Campuses and Extended University Faculty Manual, all chapters
To facilitate review of this motion, the following is the first occurrence of the title in the *Manual* to illustrate the change that will be made throughout the entire document. There are 90 occurrences of the title that will require amendment.

Example of Title Change from "Vice Provost For System Affairs And Executive Dean For Extended University" To "Palmetto College Chancellor," on first occurrence of simple search and replace. See the attached markup copy of the RCFM with all changes from Motion 4 and Motion 5 included.

Chapter: Faculty Organization
Section: Regional Campuses Faculty Organization
Page 1

Current	Proposed
Actions taken by a campus faculty are subject to review by its Regional Campus Dean and, ultimately, by the Vice Provost for System Affairs and Executive Dean for Extended University.	Actions taken by a campus faculty are subject to review by its Regional Campus Dean and, ultimately, by the ~~Vice Provost for System Affairs and Executive Dean for Extended University~~Palmetto College Chancellor.

Addendum
At the 7 March 2014 Regional Campuses Faculty Senate meeting, the Chair charged the *Regional Campuses Faculty Manual* Liaison Officer to identify all sections of the *Manual* that should include both titles: Palmetto College Chancellor, and Executive Vice Chancellor and Vice Provost. In some cases, the specific reference was changed to "the Office of the Palmetto College Chancellor." All affected sections are indicated in the markup copy of the RCFM attached; to enable a relatively quick review, these changes are indicated with yellow highlighting and occur on the following pages:

1
3
5
15
16
19
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31
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45
51
82

Please note that for accreditation purposes, since the Executive Vice Chancellor and Vice Provost reports directly to the Provost, tenure and promotion voting would be one significant place where the Executive Vice Chancellor and Vice Provost is inserted into the *Manual* in addition to the Chancellor.   Please see pages 19, 31, and 33 of the attached document, RCRM draft 2014.pdf.

For information purposes only:
Foreword, p. i
The Chancellor provided a minor revision to the Foreword of the Manual to clarify the accreditation status for our campuses. This passage is also highlighted in yellow for ease of review.

Proposed Revisions to the *Regional Campuses and Extended University Faculty Manual*
Regional Campuses Faculty Senate
University of South Carolina
Unit Name Change

Proposal from the RCFS Rights and Responsibilities Committee
14 February 2014, presented at RCFS 7 March 2014
motion updated 18 April 2014

Rationale for Proposed Revisions

- By action taken at the 17 December 2013 USC Board of Trustees meeting, the unit name "System Affairs and Extended University" is now "Palmetto College."
- The Board of Trustees and USC have informally adopted the name "Palmetto College Campuses" for the Regional Campuses.
- This motion addresses a long-term need to clarify who are the faculty of Palmetto College: all faculty currently known as Regional Campuses and Extended University faculty.

Summary of Proposed Revisions

- Replace occurrences of the title "Regional Campuses and Extended University" with "Palmetto College Campuses."
- Replace occurrences of the title "University of South Carolina Regional Campuses" with "University of South Carolina Palmetto College Campuses.
- Replace "the Regional Campuses" with "Palmetto College Campuses." (In some cases, these changes will also necessitate a change in articles or verbs as well.)
- Replace occurrences of the title "Regional Campus Dean" with "Palmetto College Campus Dean."
- Common occurrences include the following titles:
  o Palmetto College Campuses Faculty Manual
  o Palmetto College Campuses Faculty Organization
  o Palmetto College Campuses Faculty Senate
  o Palmetto College Campuses faculty
  o Each faculty organization of the Palmetto College Campuses
  o Palmetto College Campuses Deans
  o The Palmetto College Campuses Tenure and Promotion Committee.

Note

- This change if approved will require revision to a number of university policies currently in place for Columbia and Regional Campuses (for example, not as a comprehensive list, policies ACAF 1.02, HR 1.45, and RCAM 1.00 would be affected). By approving this motion, the Regional Campuses Faculty Senate requests that the Palmetto College Chancellor work with both Senate and the Provost's Office to begin the process of identifying and revising the affected policies.

Regional Campuses and Extended University Faculty Manual, all chapters
To facilitate review of this motion, the following example shows the change to the *Faculty Manual* in the first three sections of the manual to illustrate the title revisions that will be made throughout the entire document. There are 145 occurrences of the phrase "Regional Campuses" that will require amendment. The sample passage below occurs on the following page:

Chapter: Faculty Organization
Sections: Composition and Regional Campuses Faculty Organization
Page 1

Current	Sample of Proposed Change to be implemented on every occurrence of the phrase
Composition The Faculty of the Regional Campuses is composed of the faculties of the individual campuses, USC Lancaster, USC Salkehatchie, USC Sumter, USC Union, and Extended University. **Regional Campuses Faculty Organization** **Functions**. Within the limits established by the Board of Trustees and the policies and rules of the Regional Campuses Faculty Senate, the Faculty of a Regional Campus will have policy-making authority over standards of admission, registration, requirements for and the granting of degrees, the general curriculum, instruction, research, extracurricular activities, discipline of students, the educational policies and standards of the campus, and all other matters pertaining to the conduct of faculty affairs including the authority to discipline its own members. These policies will be generally consistent with the educational policies and standards of the University and will differ only in meeting specific requirements of the campus. The Regional Campuses Faculty shall be consulted on the appointment of the Vice Provost for System Affairs and Executive Dean for Extended University. Each respective faculty shall be consulted on the appointment to the office of Regional Campus Dean for that campus, and through an appropriate committee, shall communicate its views thereon to the Provost, the President and the Board of Trustees through the Vice Provost for System Affairs and Executive Dean for Extended University. Each campus	**Composition** The Faculty of Palmetto College Campuses~~the Regional Campuses~~ is composed of the faculties of the individual campuses, USC Lancaster, USC Salkehatchie, USC Sumter, USC Union, and Extended University. **Palmetto College Campuses ~~Regional Campuses~~ Faculty Organization** **Functions**. Within the limits established by the Board of Trustees and the policies and rules of the Palmetto College Campuses ~~Regional Campuses~~ Faculty Senate, the Faculty of a Palmetto College ~~Regional~~ Campus will have policy-making authority over standards of admission, registration, requirements for and the granting of degrees, the general curriculum, instruction, research, extracurricular activities, discipline of students, the educational policies and standards of the campus, and all other matters pertaining to the conduct of faculty affairs including the authority to discipline its own members. These policies will be generally consistent with the educational policies and standards of the University and will differ only in meeting specific requirements of the campus. The Palmetto College Campuses ~~Regional Campuses~~ Faculty shall be consulted on the appointment of the Palmetto College Chancellor~~Vice Provost for System Affairs and Executive Dean for Extended University~~. [1]Each respective faculty shall be consulted on the appointment to the office of Palmetto College ~~Regional~~ Campus Dean for that campus, and

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[1] Motion 4 if passed would include the language "Executive Vice Chancellor and Vice Provost" here as well.

faculty shall make recommendations to the Regional Campuses Faculty Senate on such matters as are appropriate or require the approval of that body and shall determine the manner in which Regional Campuses Senate policy decisions are implemented on its campus. Actions taken by a campus faculty are subject to review by its Regional Campus Dean and, ultimately, by the Vice Provost for System Affairs and Executive Dean for Extended University. Some actions may require the approval of the Provost, the President and the Board of Trustees.

Membership in the Faculty Organization. Each Regional Campus Faculty will determine the qualifications and makeup of its membership. All full-time faculty and such others as the faculty shall designate shall have membership and voting privileges. The Dean of the Regional Campus shall be a voting member of the faculty organization.

through an appropriate committee, shall communicate its views thereon to the Provost, the President and the Board of Trustees through the Palmetto College Chancellor~~Vice Provost for System Affairs and Executive Dean for Extended University~~. Each campus faculty shall make recommendations to the Palmetto College Campuses ~~Regional Campuses~~ Faculty Senate on such matters as are appropriate or require the approval of that body and shall determine the manner in which Palmetto College Campuses ~~Regional Campuses~~ Senate policy decisions are implemented on its campus. Actions taken by a campus faculty are subject to review by its Palmetto College Campus ~~Regional Campus~~ Dean and, ultimately, by the Palmetto College Chancellor~~Vice Provost for System Affairs and Executive Dean for Extended University~~. Some actions may require the approval of the Provost, the President and the Board of Trustees.

Membership in the Faculty Organization. Each Palmetto College ~~Regional~~ Campus Faculty will determine the qualifications and makeup of its membership. All full-time faculty and such others as the faculty shall designate shall have membership and voting privileges. The Dean of the Palmetto College ~~Regional~~ Campus shall be a voting member of the faculty organization.

Proposed Revisions to the *Regional Campuses and Extended University Faculty Manual*
Regional Campuses Faculty Senate
University of South Carolina
Manual Changes Related to the Electronic Submission of Tenure and Promotion Files

Proposal from the RCFS Rights and Responsibilities Committee
14 February 2014, presented at RCFS 7 March 2014
motion updated 18 April 2014

Rationale for Proposed Revisions

- In other motions not affecting the *RCEUFM*, the Rights and Responsibilities Committee proposes the adoption of an electronic process of submission and transmission of tenure and promotion files.
- The new electronic submission process has been designed to reduce the time and resources used to compile and evaluate tenure and promotion files, as well as to equalize the labor required by individual candidates.
- The new electronic submission process allows for the centralization of file handling in the Office of the Palmetto College Chancellor, reducing clerical support demands on the local campus administration.

Summary of Proposed Revisions

- Replace specific language describing paper submission of any documents with electronic.
- Clarify that primary supporting documentation for external review will ordinarily be submitted electronically, with selected documentation (such as books and journals) submitted in print if desired.
- Specifies that documents previously submitted to the local campus administration will be submitted electronically to the Office of the Palmetto College Chancellor.

Chapter: Tenure and Promotion Regulations and Policies
Section: External Review Procedures
Page 22

Current	Proposed
4. By **July 1**, the candidate will submit the tenure and promotion file and primary supporting documentation for external review to the Office of the Vice Provost for System Affairs and Executive Dean for Extended University. The file should include sections RCTP-1 through RCTP-10. The candidate may choose to submit the file and documentation either in electronic (.pdf) or print format. If print, the candidate must submit four copies of the file and documentation.	4. By **July 1**, the candidate will submit the tenure and promotion file and primary supporting documentation for external review to the Office of the Vice Provost for System Affairs and Executive Dean for Extended University. The file should include sections RCTP-1 through RCTP-10. The candidate will ~~may choose to~~ submit the file and primary documentation ~~either~~ in electronic (.pdf) ~~or print~~ format. If the candidate also wishes to submit selected print items in the primary documentations~~print~~, the candidate must submit four copies of the ~~file and documentation~~print items.

Chapter: Tenure and Promotion Regulations and Policies
Section: Summary of Teaching Evaluations
Page 24

Current	Proposed
5. The writer will send the narrative summary of teaching evaluations to the local campus administrators, who will be responsible for placing it, accompanied by a copy of the cumulative report of numerical data and the student evaluation instrument, in the candidate's file (tab RCTP-7B) by November 1 or before the initial campus review.	5. The writer will ~~send~~ submit the narrative summary of teaching evaluations to the Office of the Palmetto College Chancellor ~~local campus administrators~~, who will be responsible for placing it, accompanied by a copy of the cumulative report of numerical data and the student evaluation instrument, in the candidate's file (tab RCTP-7B) by November 1 or before the initial campus review.

Chapter: Tenure and Promotion Regulations and Policies
Section: Procedures on the Local Campus Level
Page 24

Current	Proposed
• Except for those items specified for inclusion in the Addendum, the file must be complete by **November 1 and before the campus tenure and promotion committee begins to review it**. All files will be presented in binders with tabs provided by their local Office of the Associate Dean for Academic Affairs.	• Except for those items specified for inclusion in the Addendum, the file must be complete by **November 1 and before the campus tenure and promotion committee begins to review it**. All files will be presented electronically (.pdf), with bookmarks designating the sections of the file, to the Office of the Palmetto College Chancellor ~~in binders with tabs provided by their local Office of the Associate Dean for Academic Affairs~~.

Overview of Electronic Submission of Tenure and Promotion Files
Regional Campuses and Extended University
University of South Carolina

Overview
The new process for electronic submission and transmission of tenure and promotion files has been designed to reduce the time and resources used to compile and evaluate tenure and promotion files, as well as to equalize the labor required by individual candidates, who do not all have access to support staff to prepare multiple tabbed paper copies of files. To minimize costs and transition time, the new process will use both a secure file sharing site owned and solely managed by Palmetto College and Blackboard, a program with which many faculty are already acquainted. This will provide a secure process for electronic access to each file as it progresses through the system.

The new tenure and promotion forms adopted by the Regional Campuses Faculty Senate last year were designed to accommodate the transition to electronic submission by reorganizing the structure of the file, so that new material is appended to the end of the document rather than inserted into different places in the file. The .pdf file created when the candidate converts the Microsoft Word document will include automatically generated tabs demarking each individual section of the file, allowing the reader to navigate the file easily.

Summary of Important Changes
The sequence of tenure and promotion review is unchanged in this electronic submission process, as are the participants in the review. Changes are limited to how documents are prepared and transmitted. The new process is designed to be minimally disruptive to all parties involved. Below is a summary of how each party's role is changed:

- *Candidates* will submit their primary file in .pdf format, rather than printing, copying, and assembling hard-copy paper files. Candidates will write their files using a Microsoft Word document containing preformatted headers, as they have always done, and then at the completion of the document, will save their files in .pdf format. Rather than submit the files to the local campus Academic Dean, candidates will upload their files for both external review and Regional Campuses tenure and promotion review to the secure online Regional Campuses Tenure and Promotion Submission Point and will receive a confirmation that the file was successfully transmitted. For external review, the candidates' primary supporting documents will be largely electronic, with multiple copies of physical documents submitted if desired (such as books and journals). For Regional Campuses tenure and promotion review, the candidate's reference collection of documents will continue to be a paper copy submitted to the local Associate Dean for Academic Affairs.

- *External Reviewers* will submit their reviews in the same manner as our current process. The Palmetto College Office will create a .pdf copy of the review (by scanning or converting as needed) and append these documents to the file in the appropriate bookmark. The major change here is that the Palmetto College Office staff will handle the inclusion of external reviews; our current system requires each local campus Academic Dean to travel to Columbia with the files for the Vice Provost to insert the reviews. This change will result in a significant savings of money and time.

This document is a guide to electronic submission only. The *Regional Campuses and Extended University Faculty Manual* is the final authority on tenure and promotion policies and procedures. RCFS approval date: {insert date}

- *The Palmetto College Office* will provide centralized administrative support for each local campus, appending external reviews and teaching summaries to the files and then making the files available to appropriate tenure and promotion reviewers. Administrative support staff in the Palmetto College Office will maintain a checklist for each file to ensure that all materials have been received and appropriately inserted in the file. On request, candidates will be able to review these checklists up to the point that voting on the file begins. Faculty Organization chairs will work closely with the Palmetto College Office to ensure that only eligible members are added to each Blackboard organization (for example, in the case of members ineligible because of service on Grievance and Welfare Committees, and in determining the membership of the Sumter Committee of the Whole). At the end of file review, the Palmetto College office will depopulate the Blackboard organizations and remove candidate files.

- *Division Chairs and Associate Deans for Academic Affairs (if applicable)* will review files in Blackboard and then transmit their votes and justifications to the Palmetto College Office, who will update the vote summary form and add the letters to the file. The Palmetto College Office will then upload the file into the local campus tenure and promotion committee Blackboard organization.

- *Local T&P Chairs* will use Adobe Acrobat to update the vote summary form and to append to the primary file all items received at the unit level (such as ballots and any addenda items). Training and support will be provided for the chairs, who will require access to Adobe Acrobat Professional.

- *Local T&P Committee members* will be able to review a file by accessing it through Blackboard, rather than requiring the creation of multiple copies or checking copies out. Ballots and vote justifications will be submitted through a secure "double-envelope" process. In other words, the administrative assistant to the Associate Dean for Academic Affairs will collect encrypted Microsoft Word ballots, rename the files for anonymity, and then forward all committee ballots to the chair at one time. The administrative assistant will not have the passwords to open files; the T&P Committee Chair will be able to open files but not to identify who submitted what ballot. At this time, we will use existing local campus tenure and promotion ballots.

- *System T&P Committee members* will follow the same procedures as the local T&P Committee level.

- *The System T&P Committee Chair* will follow the same procedure as the local T&P Committee level, working directly in the Palmetto College Office with support staff to collect ballots and justifications and to add them to the file.

- *Deans, the Executive Vice Chancellor and Vice Provost, the Palmetto College Chancellor, and the Provost* will access and review each file through Blackboard as each is forwarded to them. They will insert their own letters as .pdf files.

This document is a guide to electronic submission only. The *Regional Campuses and Extended University Faculty Manual* is the final authority on tenure and promotion policies and procedures. RCFS approval date: {insert date}

Security and Access to Files

Responsibility for maintaining confidentiality will remain with faculty, staff, and administration who are part of the tenure and promotion process as outlined in the *Regional Campuses Faculty Manual* and in this document. As with our existing paper transmission process, confidentially of tenure and promotion files and ballots is of paramount importance.

- Files uploaded to the Regional Campuses Tenure and Promotion Submission Point and to Blackboard shall be stored on a secure server, with unique IDs and passwords provided to all persons who have access to files.

- To preserve the security and confidentiality of the electronic transmission process, persons with qualified access should maintain sole ownership of their ID and password.

- To preserve confidentiality, persons with qualified access should not attach tenure and promotion files to emails.

- All downloaded files must be secured using password protection or encryption.

- At the end of the file review process, all downloaded material related to the file evaluation process should be deleted.

- Any documents downloaded and printed must be shredded at the completion of the review process, with the exception of an original hard copy retained in the Palmetto College Chancellor's Office. Electronic copies of the file will also be retained in the Palmetto College secure server and in a separate secure external backup system.

This document is a guide to electronic submission only. The *Regional Campuses and Extended University Faculty Manual* is the final authority on tenure and promotion policies and procedures. RCFS approval date: {insert date}

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Order of Electronic Submission of Tenure and Promotion Files
Regional Campuses and Extended University
University of South Carolina

Candidates may access the required forms at http://saeu.sc.edu/RCFaculty/tp/forms.html.
The Regional Campuses Tenure and Promotion Submission Point is available
online at {insert URL}.

Candidate
- Compiles all required RCEU forms, RCTP-1 through RCTP-15H, including Tenure Clock Extension Forms in RCTP-11 (if applicable)
- Uploads the file to the Regional Campuses Tenure and Promotion Submission Point

Palmetto College Office
- Includes Summary of Teaching Evaluations RCTP-13
- Includes External Reviews of Scholarship RCTP-14
  o Cover sheet with list of external reviewers names and affiliations
  o External reviewer letters and brief CVs
- Uploads the file to Blackboard

Division Chair (if applicable)
- Includes Division Chair's justification letter
- Uploads the letter to the Regional Campuses Tenure and Promotion Submission Point

Associate Dean for Academic Affairs (if applicable)
- Uploads the Associate Dean for Academic Affairs' justification letter to the Regional Campuses Tenure and Promotion Submission Point

Palmetto College Office
- Maintains a checklist for each file to ensure that all materials have been received and appropriately inserted in the file
- Includes Division Chair's Letter (if applicable) RCTP-15A
- Includes Associate Dean for Academic Affairs Letter (if applicable) RCTP-15B
- Includes updated vote summary form RCTP-3
- Includes updates to the file in Appendix RCTP-12
- Uploads the file to Blackboard

Local Tenure and Promotion Chair
- Includes Local Tenure and Promotion Committee ballots with justifications RCTP-15C
- Includes updated vote summary form RCTP-3
- Includes updates to the file in Appendix RCTP-12
- Uploads the file to Blackboard

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Campus Dean
- Includes Campus Dean's justification letter RCTP-15D
- Includes updated vote summary form RCTP-3
- Includes updates to the file in Appendix RCTP-12
- Uploads the file to Blackboard

System Tenure and Promotion Committee Chair
- Includes System Tenure and Promotion Committee ballots with justifications RCTP-15E
- Includes updated vote summary form RCTP-3
- Includes updates to the file in Appendix RCTP-12
- Uploads the file to Blackboard

Executive Vice Chancellor and Vice Provost
- Includes Executive Vice Chancellor and Vice Provost's justification letter RCTP-15F
- Includes updated vote summary form RCTP-3
- Includes updates to the file in Appendix RCTP-12
- Transmits the file to the Palmetto College Chancellor

Palmetto College Chancellor
- Includes Palmetto College Chancellor's justification letter RCTP-15G
- Includes updated vote summary form RCTP-3
- Includes updates to the file in Appendix RCTP-12
- Transmits the file to the Provost

Provost
- Includes Provost's letter RCTP-15H
- Includes updates to the file in Appendix RCTP-12
- Transmits the file to the President, who recommends or denies tenure to the candidate and then requests final approval of the President's recommendation from the Board of Trustees

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This document is a guide to electronic submission only. The *Regional Campuses and Extended University Faculty Manual* is the final authority on tenure and promotion policies and procedures. RCFS approval date: {insert date}

Standard Bookmarks for PDF Files:

RCTP-1	Regional Campuses Tenure and/or Promotion File Form
RCTP-2	Regional Campuses Criteria for Tenure and/or Promotion
RCTP-3	Voting Form
RCTP-4	Education and Employment History
RCTP-5	Personal Statement
	Teaching Responsibilities
RCTP-6 / 6L	Evidence of Effective Teaching / Evidence of Effectiveness as a Librarian
RCTP-7	Evidence of Scholarship
RCTP-8	Evidence of Service
RCTP-9	List of Supporting Materials
RCTP-10	Curriculum Vitae
RCTP-11	Other Items
RCTP-12	Addenda
RCTP-13	Summary of Teaching Evaluations
RCTP-14	External Reviews of Scholarship
RCTP-15A	Division Chair's Letter (if applicable)
RCTP-15B	Associate Dean for Academic Affairs Letter (if applicable)
RCTP-15C	Local Tenure and Promotion Committee Letter
RCTP-15D	Campus Dean's Letter
RCTP-15E	System Tenure and Promotion Committee Letter
RCTP-15F	Executive Vice Chancellor and Vice Provost Letter
RCTP-15G	Palmetto College Chancellor Letter
RCTP-15H	Provost's Letter

This document is a guide to electronic submission only. The *Regional Campuses and Extended University Faculty Manual* is the final authority on tenure and promotion policies and procedures. RCFS approval date: {insert date}

3

Proposed Revisions to the *Regional Campuses and Extended University Faculty Manual*
Regional Campuses Faculty Senate
University of South Carolina
Regional Campuses Curriculum: Clarification of Governance and Accreditation
Motion 1

Proposal from the RCFS Executive Committee
14 February 2014, presented at RCFS 7 March 2014
motion revised 7 March 2014

Rationale for Proposed Revisions

- The approval of a common AA/AS degree for the Regional Campuses and Extended University requires clearly defining procedures for curriculum review, changes, and approvals. These decisions have highlighted the need to clarify curriculum-handling procedures on the Regional Campuses.
- The *Faculty Manual* does not include any specific statement that the Regional Campuses are now accredited with USC Columbia.

Summary of Proposed Revisions

- Insert text to clarify that the Regional Campuses are accredited with USC Columbia.
- Insert text to clarify that authority over curriculum resides in the Regional Campuses Faculty Senate.

Chapter: Faculty Organization
Section: Composition
Page 1

Current	Proposed
Functions. Within the limits established by the Board of Trustees and the policies and rules of the Regional Campuses Faculty Senate, the Faculty of a Regional Campus will have policy-making authority over standards of admission, registration, requirements for and the granting of degrees, the general curriculum, instruction, research, extracurricular activities, discipline of students, the educational policies and standards of the campus, and all other matters pertaining to the conduct of faculty affairs including the authority to discipline its own members.	**Functions**. Within the limits established by the Board of Trustees, the combined accreditation with USC Columbia, and the policies and rules of the Regional Campuses Faculty Senate, the Faculty of a Regional Campus will have policy-making authority over standards of admission, registration, requirements for and the granting of degrees, the general curriculum, instruction, research, extracurricular activities, discipline of students, the educational policies and standards of the campus, and all other matters pertaining to the conduct of faculty affairs including the authority to discipline its own members.

Current	Proposed
Functions. The Regional Campuses Faculty Senate of the University of South Carolina was created by the Board of Trustees to act for the Regional Campus faculties, subject to review by the Vice Provost for System Affairs and Executive Dean for Extended University, the Provost, the President, and the Board of Trustees. The Senate has authority to establish minimum educational standards for the Regional Campuses; it also has authority in matters pertaining to the conduct of faculty affairs, except where that authority has been specifically reserved for the Regional Campus Faculties. These policies will be generally consistent with the educational policies and standards of the University and will differ only in meeting specific requirements of the Regional Campuses.	**Functions**. The Regional Campuses Faculty Senate of the University of South Carolina was created by the Board of Trustees to act for the Regional Campus faculties, subject to review by the Vice Provost for System Affairs and Executive Dean for Extended University, the Provost, the President, and the Board of Trustees. The Senate has authority to establish minimum educational standards for the Regional Campuses, to include review and approval of any changes to the curriculum requirements for the common degrees awarded by the USC Regional Campuses; it also has authority in matters pertaining to the conduct of faculty affairs, except where that authority has been specifically reserved for the Regional Campus Faculties. These policies will be generally consistent with the educational policies and standards of the University and will differ only in meeting specific requirements of the Regional Campuses.

Proposed Revisions to the *Regional Campuses and Extended University Faculty Manual*
Regional Campuses Faculty Senate
University of South Carolina
Regional Campuses Curriculum: Formation of a Regional Campuses Curriculum Committee
Motion 2

Proposal from the RCFS Executive Committee
14 February 2014, presented at RCFS 7 March 2014
motion revised 7 March 2014

Rationale for Proposed Revisions

- The approval of a common AA/AS degree for the Regional Campuses and Extended University requires clearly defining procedures for curriculum review, changes, and approvals. The proposed new committee once approved and elected will be charged with formalizing and publishing appropriate procedures.
- System Affairs, the existing committee that has considered curriculum approvals in the past, does not have equal representation across our campuses and units.
- Current Senate election procedures do not provide for the specific election of individual members to Senate standing committees. It is desirable that each faculty organization be able to elect and designate specific members to the committee that governs common curriculum.

Summary of Proposed Revisions

- Create a Regional Campuses Curriculum Committee, defining membership and duties.

Chapter: Faculty Organization
Section: Special Committees
Page 3

Current	Proposed
In highly unusual or extenuating circumstances, the Chair of the Senate may waive these procedures and form a Nominating Committee in any manner appropriate to the temporary situation.	In highly unusual or extenuating circumstances, the Chair of the Senate may waive these procedures and form a Nominating Committee in any manner appropriate to the temporary situation. **The Regional Campuses Curriculum Committee** will convene to consider, and recommend to the Regional Campuses Faculty Senate, action on all requests for new courses or for any revisions to the curriculum requirements for the common Regional Campuses degrees. The Regional Campuses Curriculum Committee will be chaired by the System Affairs Committee Chair. The Faculty Organization of each regional campus and Extended University will also elect one representative each to the Committee, for a total of six members. All curricular actions, once

	approved by the Regional Campuses Faculty Senate, will be forwarded to the USC Columbia Committee on Curricula and Courses, with the exception that Regional Campuses Faculty Senate will give final approval to any Regional Campus specific courses, such as RCAM and PALM courses.